



'Doing our best to achieve our best'

Clarendon Primary School, Nursery and Family Centre

Educational Visits Policy

Introduction

Clarendon Primary School adopts Surrey and National guidance for the planning, organisation and execution of offsite school visits; which includes residential trips and extra-curricular activities. This policy has been written to ensure careful consideration is given to the health and safety of all those involved, the educational quality of all visits and to ensure that value for money is maintained at all times.

Context

We believe that work that takes place outside the classroom are an integral part of every child's education as, through the provision of valuable learning experiences that cannot be obtained or easily replicated within the classroom, they provide a very powerful means of developing learning in all areas of the curriculum which subsequently helps raise pupil interest, enthusiasm and attainment.

As a school we also believe there are many other benefits to pupils taking part in a range of offsite educational visits. These include, but are not limited to:

- Improving achievement and attainment across a range of curriculum subjects.
- Increasing critical curiosity and resilience in the children.
- Providing opportunities to learn in a real life context, which will help children make meaningful connections in their learning.
- Providing opportunities for encouraging creativity, developing learning relationships and practicing strategic awareness.
- Enabling pupils to become active participants in their learning and having opportunities to use a wide range of learning styles.
- Improving environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improving awareness and knowledge relating to the importance of sustainability.
- Promoting physical skill acquisition and the development of a fit and healthy lifestyle.
- Providing possibilities for exploiting genuine team work; including opportunities to develop and enhanced communication skills.
- Providing opportunities for children to develop increased risk management skills through their active involvement in practical risk-benefit tasks and decision making activities, i.e. encouraging children to become more risk aware as opposed to risk averse.
- Providing opportunities to develop the social and emotional aspects of intelligence.
- Providing opportunities for children to work together to examine the concept of trust and develop increased levels of trust.
- Developing improvements in children's ability to cope with change.

To ensure all children gain the most from any offsite visit, our priority is always to ensure that visits are Safe, Educational and Enjoyable!

Application

Any visit that leaves the school is covered by this policy, whether it takes place during the day, (as part of the children's curriculum) whether it takes place outside the normal school day, (as part of

the curriculum or as part of an extra-curricular activity) or whether it take place over a longer period of time, (a residential visit).

In addition to this Educational Visits Policy, Clarendon Primary School:

1. **Adopts the Local Authority's (LA) Guidance:** Guidance for Off-Site Visits and Related Activities.
2. **Adopts National Guidance** www.oeapng.info.
3. **Uses EVOLVE**, which is the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute offsite visits in line with this policy and the National Guidelines. Staff should be familiar with the roles and responsibilities outlined within the guidance and agree to adhere to them.

Types of Visit & Approval

Under and health and safety laws, schools are required to obtain appropriate approval for any educational visit. As a result visits are categorised as:

1. **Visits / activities within the 'School Learning Area/locality':** these visits are part of the school's normal curriculum and take place during the normal school day. For such visits, permission should be sought by the headteacher (or deputy headteacher in their absence) and a risk assessment should be completed by the visit leader in advance of the visit.
2. **Other non-residential visits within the UK that do not involve an adventurous activity, e.g. visits to museums, farms, theme parks, theatres:** For such visits, permission should be sought by the headteacher (or deputy headteacher in their absence) and a risk assessment should be completed by the visit leader in advance of the visit. *(It is highly recommended that staff visit venues to make informed assessments.)* On completion these should be forwarded to the school office so that details can be entered onto the EVOLVE website for review and approval by the Educational Visits Co-ordinator / headteacher.
3. **Visits that are overseas, (outside the UK) residential or involve water and / or an adventurous activity:** For such visits, permission should be sought by the headteacher (or deputy headteacher in their absence) and a risk assessment should be completed by the visit leader in advance of the visit. On completion, these should be forwarded to the school office so that they can be entered onto the EVOLVE website for review and approval by the Educational Visits Co-ordinator / headteacher. Once reviewed, the headteacher will then submit the visit information to the local authority for final approval.

Following all visits the Visit Leader should undertake a review. Any incidents or accidents should be reported in accordance with the schools reporting requirements.

Roles and responsibilities

All staff are responsible for:

- Having a duty of care for the welfare and safety of all children taking part in an offsite visit.
- Stopping or curtailing any activity when it is considered unsafe practice is taking place.
- Ensuring they are clear about the purpose of the visit and their role as well as any identified risks and control measures put in place to manage them.

Visit leaders are responsible for:

- Obtaining outline permission for the visit from the Headteacher prior to planning the trip and before making any confirmed commitments / bookings.
- The subsequent planning of the visit.
- Ensuring all appropriate pre-trip arrangements have been made.

- Ensuring a full and accurate risk assessment has been completed; with a copy sent to the office. Risk assessments should include the adult pupil ratio, the number and name of first aiders, specific details required for individual children as well as identified possible hazards and control measures put in place to manage them.
(**N.B** – Risks are expected to be reduced to an **acceptable** or **tolerable** level and **not** necessarily **eliminated**. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.)
- Sharing the risk assessment with the headteacher / Educational Visits Co-ordinator (EVC) in advance of the visit to ensure all identified risks have been appropriately managed.
- Ensuring that the visit complies with all relevant guidance and requirements; seeking advice from the Headteacher / EVC where necessary.
- Ensuring visit details and a risk assessment have been accurately entered onto EVOLVE; unless it is taking place in the school's locality.
- Obtaining appropriate parental permission for all parents before leaving.
- Ensuring all staff and volunteers have copies of required information and are clear about the trip's organisation, purpose and planned risk management before going. (This can be best achieved by holding a brief pre-trip adult meeting.)
- Ensuring Operation Duke Emergency Cards, mobile phone numbers, first aid kits and pupil details and medication are taken on the visit.
- Informing the school when they have arrived at their location and when they leave in order to return to school. (**N.B** – In the event of delays, the school must be informed so that the headteacher and parents can be updated)
- Ensuring all required permissions are obtained before the visit leaves school.
- Informing the headteacher, after the visit, about how the trip went.

The Educational Visits Coordinator (EVC) is responsible for:

- Supporting and challenging colleagues over visits and the intended learning taking place to ensure they are appropriately planned and organised as well as to ensure value for money and appropriate guidelines, outlined above, are met.
- Acting as the first point of contact for advice on offsite visit related matters.
- Checking final visit plans on EVOLVE before submitting them to the headteacher (if they are not the headteacher).
- Sharing generic school documents and visit related updates to all staff.

(**N.B** – The EVC should be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the school.)

The headteacher is responsible for:

- Authorising all visits
- When required, submitting those that are overseas, residential or adventurous in nature to the local authority in order to gain final approval.

The Governing body are responsible for:

- Approving the Educational Visits policy and ensuring it is reviewed annually.

The Local Authority are responsible for:

- Ensuring the school adheres to the guidance issued by the local authority.
- Reviewing and authorising, via EVOLVE, all visits that are either overseas, residential, and / or involve an adventurous activity.

Visit planning

When organising a visit planning should always include consideration of the question: '*What are the really important things that we need to do to keep us safe?*' Planning should focus on those issues that are individual to the specific event, taking into account the needs of the group, (including

special and medical needs) the experience and competency of the staff team as well as the staff / personnel leading the event / activities. (Significant issues should be recorded on the visit's risk assessment, which is subsequently uploaded to EVOLVE.)

N.B – Any planning that includes adventurous activity commonly involves delivery by an external provider. In these situations, the provider will have responsibility for managing the activity. As such, the provider's risk assessments are not the concern of the group leader, do not need to be requested from the provider and do not need to be uploaded to EVOLVE; accept where they form part of the school's own offsite visit risk assessment.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit. This is known as 'Operation Duke'. The emergency card, which relates to the activation of this plan, is always taken on any offsite visit and can be obtained from the Main Office. In the event of an incident, it is the visit leader's responsibility to initiate the 'Operation Duke' protocol and inform the headteacher as soon as it is safe to do so.

All staff on visits are familiar with this plan and will always take a copy of the School's 'Emergencies on Educational Visits – Activation Plan', a copy of which can be found in the 'School's Emergency Plan'.

When an incident overwhelms the establishment's emergency response capability, where it involves serious injury or fatality or where it is likely to attract media attention, then assistance will be sought from Surrey County Council's Emergency Management Team Duty Officer.

Food

During offsite visits, which involve children being away from school during the lunchtime period, parents will be requested to provide their child/ren with a packed lunch. Due to health and safety reasons and potential allergies, these should not include nuts and food should not be shared with other children. Furthermore, lunches should also not include fizzy or sugary drinks.

N.B – Where parents of children, entitled to free school meals are unable to supply their child with a packed lunch, one will be provided for them via the school kitchen.

Supervision

For each individual offsite visit, (after consideration of the following factors) the visit leader, Educational Visits Co-ordinator (EVC) and headteacher should make a professional judgement regarding the number and suitability of staffing:

- The nature, level and duration of visit / activity.
- Gender, age and ability of group.
- The nature / requirements of individuals within the group, including those with additional needs, those with special education needs and those with medical needs.
- The experience and competence of accompanying staff and other adults, both in general and on specific activities.
- The venue, time of year and prevailing / predicted conditions, if applicable.
- Type of accommodation, if relevant.
- Requirements of the organisation / location being visited.
- Competence and behaviour of pupils.
- Required first aid cover.
- The contingency plan or 'Plan B' option.

As it is important to have a sufficient ratio of adult supervisors to pupils, the following ratio of adults to children should be used as a general guide:

Children under 3: 1:2 (1 adult for every 2 children)

Children under 5: 1:4 (1 adult for every 4 children)

***N.B** – The Statutory Framework for the Early Years Foundation Stage no longer differentiates between outings and on-site settings as regards minimum specified ratios.*

Years 1 to 3: 1:6, with a minimum of 2 adults and a female member of staff present (5 adults for 30 children)

Years 4 to 6: 1:10-15 with a minimum of 2 adults and a female member of staff present (3 adults for 30 children)

***N.B** – On a residential visit this ratio should be reduced to 1 adult for every 10 children*

Children who need a high level of support 1:1 (i.e. children with Special Educational Needs)

***N.B** – Staff who are assigned to support the special needs of an individual child shouldn't be included in the overall staffing ratio.*

Whatever the length and nature of the visit, regular head counting of pupils should take place. The visit leader should also establish rendezvous points and tell adults and pupils what to do if they become separated from the party. Furthermore, where possible, the teacher who leads the visit should not have his or her own group of children.

Transportation

Bus and Coach hire:

Visit Leaders must liaise with the School Office to book an operator who holds a PSV licence, appropriate to the type of vehicle and / or nature of the journey being undertaken. Every passenger must have his or her own seat. Furthermore, all coach seats must be fitted with seat belts. (**N.B** – The LA has a list of 'approved' coach companies, which can be found in the 'resource section' on, EVOLVE.)

Private Cars:

Where a private (staff or parent) car is being used to transport children, the Headteacher must approve this in advance. Where a private car is used, the school will ensure the driver holds an appropriate licence to drive and has the required insurance to carry children. (In the case of staff, this includes 'business use'.)

Travelling on public transport:

When travelling via public transport the leader must contact a member of staff at the station to inform them that they are on a school visit. Leaders must ensure that all children and staff board and leave the train once it is safe to do so. Furthermore, once the children have boarded the transport they must be seated, wherever possible; all staff and volunteers will give priority to the children.

If at any point a group of children are left behind with an adult, the rest of the staff and children on board must get off at the next station and wait until the leader and their group arrive. (The leader must inform the school immediately or whenever possible.)

Additional support

Parent helpers are welcome on educational visits and should attend a briefing with the teacher before the visit. At this meeting they should be provided with information about the visit aims, organisation, specific risk assessment considerations and groupings.

Helpers who are not DBS checked will **not** be left alone with children and **must** be guided by school staff at all times.

Mobile phones and social network

To ensure the safety and wellbeing of all children, during a school visit:

- Under no circumstances should any adult use their mobile phone to take photographs or make phone calls.
- Only the lead teacher and school staff will have their phones switched on in order to communicate with different party groups or the school. In the case of an emergency, contact with the school and the LA should only be made by the group leader, unless they are unable to do so; in which case another adult should be allocated to do this.
- No photos should be posted on social media sites such as 'Facebook' and 'Twitter' or instant messaging services such as 'WhatsApp'.
- Any information about a child should only be passed onto the child's parent or guardian through the class teacher, school office or Headteacher.
- If a volunteer needs to make an emergency call during the visit, they should speak to the lead teacher who will support them to do so.

First Aid

- For all offsite visits, there should be an allocated adult, with a good working knowledge of first aid appropriate to the environment, responsible for administering first aid. (*A general 'life experience' or 6 hour non-assessed 'Basic Skills' course is considered suitable for routine urban visits.*)
- Required first aid provision should be considered when assessing the risks of the visit.
- A first aid kit, appropriate to the visit, should be carried by the allocated first aider.
- For Early Years Foundation Stage outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.
- For adventurous activities, there should be at least one fully trained first-aider in the group.

Visit information to parents and Parental Consent

With the exception of nursery age children, whilst written consent is not required for pupils to take part in the majority of off-site activities organised by a school, (as they generally take place during school hours and are seen as a normal part of a child's education at school) it is good practice to inform parents of where their child will be at all times and of any extra safety measures required. As a result, the school will always aim to obtain parental permission for any visit that is not considered to take place within the 'school learning area/locality'.

Specific, (i.e. one-off) parental consent must be obtained for all residential visits, activities that need a higher level of risk management and that take place outside school hours. Parents must be informed of these activities in advance, and given the opportunity to withdraw their child from any particular visit or activity covered by the form. Furthermore, the visit leader must ensure relevant medical information and up to date emergency contact numbers are obtained in case of emergency.

When writing to parents about a planned visit, they should be given information about the purpose and details of the visit as far in advance as possible, but ideally at least two weeks prior to leaving. This should include destination, proposed activities and aims of the visit as well as travel, arrival and departure details and details relating to items children will need to bring with them.

Please note, as identified above, separate consent is not required for activities within the 'School Learning Area/locality' as these visits are part of the normal curriculum delivered during normal school time for which permission has been obtained at the time a child joins the school.

Inclusion

Clarendon Primary Schools includes all children on educational visits regardless of their special needs, race, religion, culture, gender and gender orientation. Every effort will be made to support them and ensure they are not placed at a substantial disadvantage whilst maintaining the safety of everyone on the visit. When planning the visit special attention will be given to appropriate supervision ratios and additional safety measures required to support the children concerned. (These will be identified in the school's visit risk assessment.)

N.B – As outlined under the Equality Act 2010, when planning a visit the leader will also ensure that activities do not place participants at inappropriate risk if a health and safety issue arises and adjustments made do not impinge unduly on the planned purpose of the activity.

Farm/Animal Visits

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

When planning a farm visit the visit leader may find the following guidance materials helpful:

- **EVOLVE National Library:** 'Preventing or controlling ill health from animal contact at visitor attractions - Advice to Teachers' and associated documents.
- **Farming & Countryside Education:** www.face-online.org.uk
- **'Farm Visits' in the National Guidance:** www.oeapng.info

Charging/funding for visits

Whilst no pupil will be prevented from participating in a visit because his / her parents cannot or will not make a contribution, voluntary contributions are sought for activities which entail additional costs.

For residential trips, charges will be made for board and lodgings, with a voluntary contribution requested to cover the remaining trip cost.

When charges are made for any activity, whether during or outside of the school day, they will be based on the actual costs incurred, divided by the total number of pupils participating. There will be no levy on those who can pay to support those who can't. Support for cases of hardship will come through voluntary contributions and fundraising. (Parents who would qualify for support are those who meet the free school meal eligibility criteria.)

For full details please refer to the school's 'Charging and Remissions Policy', which can be found on the school's website or obtained from the school office on request.

Insurance

In addition to the standard public liability cover, which the school has in place, the Council has also taken out 'blanket' personal accident cover / travel insurance for all trips / visits at home or abroad.

For adventurous trips, trips abroad or residentials, the school will always ensure that sufficient insurance is in place.

Policy Review:

This policy will be reviewed annually.

Date created: Spring term 2019

Agreed by staff: Summer term 2023

Review date: Summer term 2024

Appendix 1

Visit Leader Check List

Introduction

This list is designed as a final check on visit planning. The relevance of the bullet points and the complexity of the responses are dependent on the nature of the particular visit. 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 & well-considered aims that are particular to the learning & development of the group as a whole & individuals within it. These contribute to the wider curriculum & school's ethos.
- ☐ Evaluation and visit review arrangements are in place.
- ☐ The process has led to a visit plan addressing the following variables:

Staffing:

- ☐ I am clearly identified as the Visit Leader and approved by the school.
- ☐ All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated roles.
- ☐ There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.
- ☐ All members of the Visit Leadership Team have received all relevant information on both the visit and the group.
- ☐ If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- ☐ I have kept the EVC informed during the planning process.

Activities:

- ☐ Activities are appropriate to the aims of the visit and the nature of the participants.
- ☐ Appropriately competent activity leaders are in the Visit Leadership Team or a suitable provider has been contracted to lead activities.
- ☐ There is a sufficient amount of suitable equipment for activities.

Group:

- ☐ Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any relevant provider staff.

- ☐ Information has been provided to parents and young people to enable informed consent, (where consent is required).
- ☐ Participants have been provided with information about what to do and what is expected of them, and, where appropriate, have been involved in the planning and risk assessment process.
- ☐ Safeguarding issues have been addressed.
- ☐ Inclusion issues have been addressed.

Environment:

- ☐ Environmental factors, (weather, daylight hours, temperature, water levels etc) have been considered.
- ☐ Accessibility issues have been addressed.
- ☐ Safety and security have been checked and considered.
- ☐ I have undertaken a preliminary visit, if appropriate, or required by school policy. In the absence of a preliminary visit, I have sufficient information from other sources.
- ☐ There is access to first aid at an appropriate level.
- ☐ Where remote supervision will be used, the environment is suitable.
- ☐ Accommodation, where used, is safe, suitable and appropriate.
- ☐ Travel or transport arrangements are appropriate.
- ☐ There is a Plan B / alternative options in place, where necessary.
- ☐ There is an emergency plan in place and leaders, helpers, participants, providers and emergency contacts have been given relevant information about it.
- ☐ Suitable insurance is in place, (and required documents if visiting overseas).

Finally

- ☐ The visit meets all relevant requirements of my employer and school policy / procedure.
- ☐ My decision is that this visit is appropriately prepared and should take place.

Appendix 2

EVC Check List

Visit / Activity Specific

- ☐ Preliminary visits have taken place, if required.
- ☐ Any third party providers have been appropriately selected.
- ☐ Parental consent, where required, is in place.
- ☐ Parents have been provided with appropriate information.
- ☐ There are clear learning / development aims, which contribute to the wider aims of the school.
- ☐ An evaluation process is in place.
- ☐ The leadership team are sufficiently confident and competent for this activity with this group.
- ☐ The Visit Leader is responsible for, and has ownership of, the visit plan including risk-benefit management.
- ☐ Where appropriate, all leaders and participants have been involved in the planning process.
- ☐ There are sufficient leaders to ensure effective supervision and to deal with incidents and emergencies.
- ☐ Everyone is aware of their roles and responsibilities.
- ☐ Medical, first aid, inclusion and safeguarding issues have all been addressed.
- ☐ Any travel, transport and residential arrangements are appropriate.
- ☐ There is a 'Plan B' / alternative options if needed.
- ☐ Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the activity.
- ☐ The Visit Leader has sufficient funds and an effective means of communication in case of an emergency.
- ☐ Suitable insurance is in place.

Finally

- ☐ All relevant requirements of the employer and school policy / procedure have been met.
- ☐ The Visit Leadership Team and activities are appropriate for this group – its age, competence and the needs of the young people – in this setting / Environment.
- ☐ This visit is well prepared and ready for approval.

Appendix 3

Definition of an 'adventurous activity'

The following activities are typically regarded as 'adventurous':

- All activities in 'open country' (see below)
- Air activities (excluding commercial flights)
- Abseiling
- All forms of boating (excluding commercial or touristic transport)
- Camping
- Canoeing / kayaking
- Coasteering/coastal scrambling/sea level traversing
- 'Extreme' sports
- High level ropes courses
- Hill walking and Mountaineering
- Horse riding
- Motor sport – all forms
- Off road cycling
- Rafting or improvised rafting
- River/gorge walking or scrambling
- Rock climbing (including indoor climbing walls)
- Sailing / windsurfing / kite surfing
- Swimming (all forms, excluding publicly lifeguarded pools)
- Shooting / archery / paintballing
- Snorkel and aqualung activities
- Snow sports (skiing, snowboarding, and related activities), including dry slope
- Trampoline Parks
- Underground exploration
- Use of powered safety/rescue craft
- Water skiing
- Other activities, (e.g. initiative exercises) involving skills inherent in any of the above

'Open country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact the local authority if you think this might apply.

The following activities are not regarded as adventurous, however, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head teacher is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library etc
- Physical Education and sports fixtures (other than the above)
- Water-margin activities

Appendix 4

Competence to Lead

The competence of the visit leader is the single most important contributory factor in the safety of participants.

The EVC and / or Headteacher must consider the following when assessing the competence of a member of staff to lead a visit:

- a) What experience has the leader in leading or accompanying similar or other visits?
- b) Is the leader competent in planning and managing visits?
- c) What are the leader's reasons for undertaking the visit?
- d) Is the leader an employee of the local authority?
- e) Does the leader have the ability to manage the pastoral welfare of participants?
- f) Does the leader exhibit sound decision making abilities?
- g) What experience has the leader of the participants he/she intends to supervise?
- h) What experience has the leader of the environment and geographical area chosen?
- i) Does the leader possess appropriate qualifications?
- j) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- k) If leading adventurous activities, has this been 'approved' by the LA?
- l) Is the leader aware of all relevant guidelines and able to act on these?

Appendix 5

Risk assessment template

ACTIVITY:			DATE OF ASSESSMENT
ESTABLISHMENT/SCHOOL: Clarendon Primary School		YEAR GROUP:	
WHO MIGHT BE HARMED?		HOW MANY ARE AFFECTED?	
ADULT CHILD RATIO:		<p>Where no significant dangers a ratio of 1:4 may be considered.</p> <p>Children under 3: 1:2 (1 adult for every 2 children)</p> <p>Children under 5: 1:4 (1 adult for every 4 children)</p> <p>Years 1 to 3: 1:6, with a minimum of 2 adults and a female member of staff present (5 adults for 30 chn)</p> <p>Years 4 to 6: 1:10-15 with a minimum of 2 adults & a female member of staff present (3 adults for 30 chn)</p> <p>N.B – On a residential visit this ratio should be reduced to 1 adult for every 10 children</p>	
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place ✗ if not	IF '✗' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES
Acts of terrorism In the event of a major accident	<ul style="list-style-type: none"> Class Teacher to contact Headteacher/school immediately Follow instructions given by the emergency services and the staff at the venue. Initiate Operation Duke. 	✓	
First Aid	<ul style="list-style-type: none"> Member of school staff, accompanying the trip is a certified first aider. A first aid kit will be carried at all times and any medications for individual chn. All adults to have a list of medical needs of the group. On arrival adults to identify first aiders on site and location of any other medical facilities. Adults to alert class teacher / group leader of any medical issues which arise during the trip. 		
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Appendix 6

EDUCATIONAL VISIT

Permission form

TEACHERS IN CHARGE:

NO. OF CHILDREN:

COST:

EDUCATIONAL CONTENT:

TIMETABLE FOR THE DAY: *[please attach]*

- GROUPS:

WET WEATHER ARRANGEMENTS: *[please attach]*

Have CONSENT FORMS been returned by every child going on this educational visit?

(If "No", please see the Headteacher as soon as possible)

YES/NO

_____ (signature of teacher in charge)

Remember to take: CONTACT FORMS, SCHOOL MOBILE PHONE and the FIRST AID BOX

Permission given
for the above visit:

_____ (HT/DHT)

Date:

This form must be given to the HT/DHT for signing prior to departure



National
Guidance

oeapng.info

Ratios and Effective Supervision

Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it

Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements.

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 ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary.

In some cases there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g. when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

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

- **S**taffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **A**ctivities to be undertaken: what do you want the group to do and what is
- **G**roup characteristics: prior experience, abilities, behaviour and maturity, gender, any specific or medical/dietary needs.
- **E**nvironment: 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 8

The use of Direct and Indirect Supervision

Young people must be supervised throughout all visits, even though they may be unaccompanied at times.

Direct supervision is where a member of staff is with a young person / group.

Indirect supervision is where young people are unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Indirect supervised activities can bring valuable educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including learning to manage risk, self-sufficiency, interaction with the public, social skills, communication, decision making etc.

The decision to allow indirect supervision should be based on professional judgement taking into account such factors as:

- Prior knowledge of the individuals, (including their maturity and levels of responsibility)
- Venue and conditions
- The activity taking place
- Preparatory training
- The competence of the supervising staff
- The emergency systems in place