



Wade Deacon High School

Wade Deacon Trust

Exceptional Values

Exceptional Learning & Teaching

Exceptional Achievement

EDUCATIONAL VISITS POLICY



**Wade Deacon Trust
Wade Deacon High School**

Policy & Procedure Number:

Date of Governing Body Review: January 2017

Next Review Due: January 2018

School Link: Mr P. McPartland

Rationale

Wade Deacon High School is committed to ensuring well planned and executed educational visits provide our students with valuable experiences which will enhance their learning in school. Providing a variety of real life opportunities for our students enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are essential to our ethos and culture underpinned by a ‘commitment to excellence,’ in order to strive towards being a World-class school.

Introduction

Educational visits are off-site activities arranged by or on behalf of the school, and which take place outside the school grounds. The Governors believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise not be possible. All Educational Visits must serve an educational purpose, enhancing and enriching our student’s learning experiences.

In the policy, we seek to establish a clear and coherent structure for planning and evaluation of our Educational Visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits, we seek to make our visits available to all pupils.

Aims

Our fundamental aim at Wade Deacon High School is to provide the best possible education for all our students. It is the aim of the school to place a high value on diversity, treating every member of the school community as an individual, and meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In doing this, we aim, therefore, to raise the achievement of all the children in the school.

Educational Visits, Outdoor and Adventurous Activities are an integral part of the children’s education at Wade Deacon High School. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect.

Nature of Educational Visits

The school runs a wide variety of Educational Visits. These may include but are not limited to:

- Walks around the local area
- Visits to places of interest to support the curriculum
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas
- Residential – UK and abroad
- Outdoor & Adventurous visits to support the curriculum or as a reward mechanism

Roles and Responsibilities

The **Principal** is responsible for:

- Ensuring approval for visits is given
- Ensuring Educational Visits Coordinator (EVC) is appointed with relevant and up to date qualification
- Ensuring that arrangements are in place for the educational objectives of a visit to be inclusive
- Being aware of the need for Best Value
- Ensuring that all accreditation or verification of providers has been met
- Ensuring that visits are evaluated to inform the operation of future visits
- Ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff

The **EVC** is responsible for:

- Ensuring that a suitable visit leader and deputy are appointed
- Ensuring all necessary actions have been completed before visit begins
- Ensuring risk assessment has been undertaken and uploaded to Evolve system
- Ensuring training has been arranged for visit leaders and assistant leaders
- Ensuring the group leader has experience in supervising and controlling age groups attending the visit
- Ensuring the group leader has relevant and up to date qualifications and experience if acting as an instructor and knows the location of the activity
- Ensuring that all supervisors on the visits are appropriate people to supervise children and have the appropriate clearance

The **Visit Leader** is responsible for:

- Being suitable competent and knowledgeable about Wade Deacon's Educational Visit Policy and procedure
- The overall planning, supervision and conduct of the visit
- Ensuring all information required is shared with parents
- Ensuring that suitable aims and objectives are set prior to the visit
- Ensuring a suitable assistant visit leader is appointed
- Being able to control and lead students of the relevant age range
- Being suitable qualified if instructing an activity and be conversant in the good practice for that activity

- Ensuring that a comprehensive risk assessment is completed
- For the health and safety of the group at all times
- Ensuring all the students proposed for the visit are suitable to attend and safeguarding concerns have been addressed with the Senior or Deputy Designated Teacher for Safeguarding.
- Ensuring staff and other adults involved in the visit are aware of all aspects of the visit
- Ensuring to care for each individual student as a reasonable parent would
- Stopping the visit or activity if they think the risk to the health and safety of the pupils in their charge is unacceptable
- Ensuring all students are fully aware of their roles and responsibilities during the visit
- Ensuring the visit has been authorised by the appropriate body which may include Principal, EVC. This should be done via the online Evolve system

The **Assistant Visit Leader** is responsible for:

- Being suitable and competent to take the role of the visit leader if they become incapacitated and follow all points highlighted above
- Stopping the visit or activity if they think the risk to the health and safety of the pupils in their charge is unacceptable
- Ensuring to care for each individual student as a reasonable parent would

The **staff and volunteers** accompanying the visit are responsible for:

- Ensuring the health and safety of everyone in the group
- Ensuring to care for each individual student as a reasonable parent would
- Following the instructions of the visit leader/assistant visit leader
- Stopping the visit or activity if they think the risk to the health and safety of the pupils in their charge is unacceptable

The **students** are responsible for:

- Being sensible and following instructions given by staff on visit
- Not taking unnecessary risks
- Dressing in a way that is appropriate to the type of visit and directed by the visit leader
- Not undertaking any task that they fear or that they think will be dangerous

Any student whose behaviour may be considered to be a danger to themselves or to others may be stopped from attending the visit. The safety for all members of the visit is the main priority.

The **parents/carers** are responsible for:

- Providing the visit leader with relevant up to date emergency contact details
- Signing and returning any consent and medical forms
- Providing the visit leader with any relevant information about their child's health which might be relevant to the visit

Planning Educational Visits

Educational visits should add to and consolidate the taught curriculum and have clear aims and objectives. Before arranging a visit, permission to be out of school must be obtained from the Principal to determine whether staff absence can be covered during the excursion. When running any off-site visit it is essential that careful planning takes place. Please see below for Educational Visit approval process.

Educational Visits Approval Process

Stage	Description	Action By
Stage 1	Completion of EV1(appendix 1) document and discussion with EVC on proposed visit, dates checked with cover arrangements and dates on calendar	Visit Leader
Stage 2	Proposed EV1 document presented to the Principal/SLT/AVP for approval	Visit Leader
Stage 3	Following approval to proceed from Principal/SLT/AVP, the visit leader completes Educational Visits documentation in accordance with the guidance. The documented plan is submitted for approval via the online Evolve system in line with outlined time frames. EV2 Form (Appendix 2) and supporting documentation	Visit Leader
Stage 4	The EVC forwards on the documentation for the Principal/LEA approval once satisfied it meets the correct criteria.	EVC
Stage 5	The Principal/LEA approves the visit to take place.	Principal/LEA

Procedural requirements

Risk Assessment

A risk assessment should always be carried out before an Educational Visit is undertaken. The EV2 document (appendix 2) should be completed and uploaded on to the Evolve system in line with time frames highlighted below. The risk assessment should include the following considerations:

- What are the risks?
- Who is affected by them?
- What safety measures need to be in place to reduce the risks to an acceptable level?
- Can the visit leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to students for the visit?

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

The visit leader should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken
- The location
- The competence, experience and qualifications of supervisory staff
- The group members' age, competence, fitness and temperament
- Students with special educational or medical needs
- The quality and suitability of available equipment
- Seasonal conditions, weather and timing

Exploratory Visit

Wherever possible the visit leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of the staff and students in the group
- Ensure that the visit leader is familiar with the area before taking a party of young people

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from tourist boards.

First Aid

First aid provision should be considered when assessing the risks of any visit. For any adventurous activities, visits which include overnight stays or visits abroad it is essential to have at least two first aid trained members of staff in the group. If the group is made up of mixed sexes it is essential to have both a male and female first-aid trained member of staff on the trip. The visit leader should have a clear understanding of how to access first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is two fully stocked first aid kits and two individuals appointed to be in charge of first-aid arrangements. First-aid should be available and accessible at all times. The visit leader should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- Sex, age and ability of the group
- Needs of individual students
- Nature of activities
- Experience of adults in off-site supervision
- Duration and nature of the journey
- Type of any accommodation
- Competence of staff, both general and on specific activities

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote area or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the following minimum ration of adults to children should be used as a guide:

- Low risk visits: 1:15

- Medium risk visits: 1:12
- High risk visits: 1:10

Regardless of these suggested ratios, each visit will be assessed individually through the schools risk assessment procedure for educational visits.

These ratios do not include residential visits.

Wherever possible the ratio should include an extra member of staff in case of illness or accidents.

Where there is more than one adult supervisor the visit leader has authority over the whole party regardless of position within school.

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

If the school is leading an adventurous activity the LEA or Governing body must ensure that the visit leader and other supervisors are suitably qualified to lead and instruct the activity before authorising the visit to take place. Qualifications can be checked with the National Governing Body of each sport.

Whatever the length and nature of the visit, regular head counting of students should take place. The group leader should establish rendezvous points and inform students on what to do if they become separated from the party.

Preparing students

Providing information and guidance to students is an important part of preparing for a school visit. Students should have a clear understanding about what is expected of them and what the visit will entail. Students must understand that staff expected the same standard of behaviour on educational visits as in school. Students should be made aware of any potential dangers and how they should act to ensure their own and other's safety.

Where possible students should be involved in the planning of the visit and assessing the risk elements of any visit.

Participation

Students should be assessed to ensure that they are capable of undertaking the proposed activities. During any visit students should not be coerced into activities they fear.

Students whose behaviour is such that the visit leader is concerned for their, or others safety, should be withdrawn from the activity. On a residential visit the visit leader must decide whether such student should return home early at the cost to the parent / carer.

Information to be shared with students

It is the responsibility of the visit leader to decide how to provide information, but they should be satisfied that the students understand key safety information. Students should understand:

- The aims and objectives of the visit / activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Why safety precautions are in place
- Why special safety precautions are in place for anyone with disabilities
- What standard of behaviour is expected from students
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures
- Rendezvous procedures

Transport of students

Students using transport on a visit should be made aware of basic safety rules which may include:

- Arrive on time and wait for transport away from the road, track etc
- Do not rush towards the transport when it arrives
- Wear a seatbelt and stay seated while traveling on transport
- Make sure any bags are not blocking aisles
- Stay clear of automatic doors / manual doors until instructed by member of staff

Students with Special Educational and Medical Needs

The principal will not exclude pupils with special educational or medical needs from school visits. Every effort should be taken to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ and will be exercising the same care that a responsible parent would. The following information on matters that might affect student’s health and safety will be shared with parents via letter and/or parental meeting prior to visit taking place:

- Dates of the visit
- Times of departure and return
- Mode of travel including the name of any travel company
- Details of accommodation with security and supervisory arrangements on site
- Names of the visit leader and other staff
- Visit objectives
- Details of activities planned
- Clothing and equipment to be taken
- Money to be taken
- The information to be given by parents and what they will be asked to consent to

Parental consent

Wade Deacon High School will seek consent for:

- All visit involving students
- Adventurous activities
- Visits abroad
- Other residential activities

If consent is not given the student should not be taken on the visit.

Residential visits

Hostels and Hotels

The school will bear in mind the following:

- The visit leader will have a room on the same floor as students
- The immediate accommodation area should be exclusively for the use of the group
- Access by staff to students rooms should be available at all times
- Separate male and female sleeping areas for students and adults
- Ensure the whole party are aware of the layout of the accommodation, its fire precautions / exits, its regulations and routing.
- Security arrangements where reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors
- Ensure locks and shutters work on all rooms used by the group
- Provision for sick, disabled students or those with special medical needs
- Safety in rooms (electrical connections, secure balconies etc)
- Recreational accommodation/facilities for the group

Coastal visits

Visit leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those

incurred in a swimming pool. The visit leader should bear the following points in mind during the risk assessment of a coastal visit:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked
- Ensure group members are aware of warning signs and flags
- Establish a base on a beach to which members of the group may return if separated
- Look out for hazards such as glass, barbed wire and sewage outflows etc
- Some of the group's time on a beach may be recreational. Visit leaders should set clear boundaries and ensure the sea is out of bounds.
- Cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group

Swimming in the sea on a coastal visit should not be allowed. Paddling will only be allowed as part of a supervised activity and in designated bathing area with official surveillance. Students should always be in sight of teaching staff.

Using the evolve system

All educational visits need to be logged using the online EVOLVE system. The EVC will provide the visit leader with username and password for the first visit. The visit request should be completed by the following time scales:

3 weeks prior to the visit for all low risk visits which does not require Local Authority approval.

6 weeks prior to the visit for any visit that is not low risk or is a residential visit which require approval from the Local Authority. All residential visits require authorisation from the Local Authority.

Once each section of the evolve system is completed then the information should be submitted to the EVC for checking and authorisation.

The EVC is responsible for ensuring that the EVOLVE system is correctly completed. Once the EVC is satisfied that the EVOLVE form is completed it should be submitted to the principal for approval. If the visit requires Local Authority approval then the EVOLVE system automatically forwards the information on for Educational Visit Adviser approval.

It is the responsibility of the visit leader to ensure that the EVOLVE form is completed and that the appropriate risk assessment are added to the system.

Appendices

Appendix 1

PROPOSAL AND INITIAL APPROVAL FORM (EV1)

Proposed Visit to:

Purpose of visit and / or objectives:
Date and Time of Departure:
Date and Time of Return:

Group Information

<u>Students</u>	
Year group	
Number of Students	

<u>Adult Supervision (Ratio)</u>	
Number of Staff	
Number of lessons to be covered	

<u>Names, relevant experience, qualifications, specific responsibilities of staff with the group existing knowledge of places to be visited</u>	
<u>Visit Leader:</u>	
<u>Assistant Visit Leader:</u>	
<u>Others:</u>	

Itinerary

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Transport arrangements

<u>Mode of transport to be used on each leg of the visit</u>	<u>Provider to be used (Address and contact details)</u>

Proposed cost and Financial Arrangements

Total Cost	
Cost Per Pupil	
Are pupils paying?	
Are the school subsidising the cost in part? (If yes how much?)	
Is the school paying in full? (If yes from which account)	

Group Leader

Name	Signature	Date

Approval

EVC / Principal		
Name	Signature	Date

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Appendix 2



Educational Visits & LOtC Risk Benefit Assessment (EV 2)

Visit to:

Dates of Visit:

Leader in Charge of Visit:

Persons considered in the assessment:

Carried out by:

Date of Assessment:

GENERIC BENEFITS - WHY ARE WE DOING THIS?	SPECIFIC OUTCOMES
EG Comparing and contrasting environments	EG Young people experience an environment they may never otherwise access

POTENTIAL		
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HAZARDS	CONTROL MEASURES TO BE CONSIDERED	ESTABLISHMENT SPECIFIC CONTROL MEASURES, ARRANGEMENTS AND/OR ACTIONS TO BE TAKEN BY
1 ENVIRONMENTAL ISSUES e.g. Weather,	<ul style="list-style-type: none"> • <i>Weather forecast checked where appropriate</i> • <i>Activities programme amended where necessary</i> 	
2 TRANSPORT e.g. vehicles, drivers, arrival and departure of vehicles, breakdowns	<ul style="list-style-type: none"> • <i>Driving hours limited, with back-up driver on long journeys</i> • <i>Seat Belts used at all times</i> • <i>Marshalling as group leaves coach, etc</i> • <i>Appropriate stops for eating and care arrangements en route</i> • <i>LEA guidance on transport in private cars, minibuses, and public transport followed.</i> 	
3 EQUIPMENT CLOTHING SUBSTANCES	<ul style="list-style-type: none"> • <i>All clothing appropriate to the activities and location, including the use of weatherproof clothing</i> • <i>Appropriate footwear worn</i> • <i>Special equipment checked</i> • <i>All equipment appropriate to the activities and location</i> 	
4 ACTIVITIES and PROCEDURES	<ul style="list-style-type: none"> • <i>Detailed programme, including alternatives for bad weather</i> • <i>'Free time' arrangements</i> • <i>Adequate supervision at all times, with a duty rota in place</i> 	

<p>e.g. Programme of activities, free time</p>	<ul style="list-style-type: none"> • <i>Agree standards of behaviour and conduct</i> • <i>Equipment suitable for activities and abilities of pupils</i> 	
<p>5 SUPERVISION COMPETENCE DISCIPLINE</p>	<ul style="list-style-type: none"> • <i>Prior assessment of leaders and helpers in relation to the visit, the pupils involved and the activities taking place</i> • <i>Supervision ratio to keep sufficient check on all the party- including accompanying children other than pupils</i> • <i>Code of conduct established and maintained</i> • <i>Adequate staffing numbers available</i> • <i>Appropriate voluntary helpers used and fully briefed on their responsibilities</i> • <i>Police check for helpers under the Child Protection Act</i> 	
<p>6 OVERALL PLANNING MONITORING AND CONTROL</p> <p>e.g. Accommodation</p> <ul style="list-style-type: none"> • Emergency Contacts and Communication • Insurance • LEA Notification • Medical Arrangements • Parental Information • Research • Special Needs • Visits Abroad 	<ul style="list-style-type: none"> ▪ <i>Only suitable accommodation used and checked for appropriate facilities. Fire precautions and certification checked and a fire drill carried out</i> ▪ <i>Emergency arrangements include carrying the contact numbers for all the participants, the emergency contact person at the establishment and for emergency services maintained by the leader of the party</i> ▪ <i>Mobile telephone available for emergency use</i> ▪ <i>Established appropriate emergency contacts with schools and parents</i> ▪ <i>Critical incident procedure functions properly</i> ▪ <i>Set up effective communication procedures with the group</i> ▪ <i>Insurance cover checked and parents informed of the limits of cover provided</i> • <i>Prior approval/notification of adventurous activities, overseas visits or visits to challenging geographical</i> 	

	<p><i>areas carut</i></p> <ul style="list-style-type: none"> • <i>Specific adventure activity guidelines being followed</i> • <i>All relevant medical information of all participants maintained</i> • <i>All appropriate medical arrangements, including first aid</i> • <i>Special potential health hazards associated with the site</i> • <i>Is it necessary to notify parents. Check this document and local policy</i> • <i>Have you provided appropriate information for parents</i> • <i>Meeting with parents</i> • <i>Parental Consent</i> • <i>Do you need and have they given their consent</i> • <i>Researched the area, site accommodation, company</i> • <i>Pre visit carried out</i> • <i>Full account taken of any special needs involved</i> 	
<p>OTHER</p>		

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A COPY OF THIS RISK ASSESSMENT, WITH VISIT SPECIFIC CONTROL MEASURES IS TO BE PROVIDED TO THE EVC, HEADTEACHER/MANAGER AND ADDED AS AN ATTACHMENT TO THE EVOLVE VISIT FORM

Signed _____ **Date** _____

Please ensure that the risk benefit assessment actually relates to this visit or Learning Outside the Classroom activity.

i.e. It reflects this activity/these activities, at this location/these locations, led by these staff with these young people. Account has been taken of any young people with particular needs and an informed judgment regarding weather and water levels (if relevant) has been made. Please ensure this is shared and understood by all involved in leading the visit.