



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

Educational Visits Policy

This policy will be reviewed and updated by the Governing Body at least every three years. All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Policy approved by Governing Body on 13th July 2020

Signed Daniel Brearey, Headteacher

Paul Mason, GB Chair

Policy due for review July 2023

Educational Visits Policy

1. Introduction

1.1 This policy should be read in conjunction with supporting documents, including:

National Guidance – Outdoor Education Advisors’ Panel (OEAP) website: <http://oeapng.info/>

1.2 All forms are available on:

https://evolve.edufocus.co.uk/evco6/evchome_public.asp?domain=herefordshirevisits.org.uk (EVOLVE), from the Educational Visits co-ordinator (EVC) or on the school server.

2. Aims and Purposes

2.1 The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises.

2.2 Each year the school arranges a number of educational activities and visits that take place off the school site and/ or out of school hours, which support the aims of the school. These include:

- Out of hours clubs
- Inter school team sports, such as football and netball
- Weekly Swimming lessons
- Regular nearby visits (libraries, parks, shops, places of worship)
- Day visits for particular year groups (theatres, museums, art galleries, environmental activities)
- Residential visits and activities, which might be classed as adventurous

3. Responsibilities

3.1 Under the statutory guidance which came into effect on 1st March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfE requirements and LA guidelines.

The EVC for Brampton Abbots is Mrs Sara Herriott and for Bridstow Mr Andy Pullen.

3.2 Specific EVC responsibilities include:

- Liaising with the employer to ensure off-site activities meet policy requirements
- Support the Head with approval procedures
- Assess the competence of party leaders and additional staff and organise training opportunities, where relevant
- Keep records of all visits and appropriate training

As long as the school, and National guidance (see ‘Health & Safety; advice for schools: <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>) is adhered to, any problem resulting in injury will normally be considered an accident.

4. Approval Procedure

4.1 All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the Headteacher and EVC. The Governing Body will receive an update of visits that have taken place on a termly basis via the Headteacher’s report to governors.

4.2 It is essential that all visits have sound and clearly stated educational aims. Trips ‘for the sake of it’ will not receive approval.

5. Parental Consent

5.1 Parents should be made fully aware of any likely risks of the visit and their management, so they may consent or refuse on a fully informed basis (known as ‘Acknowledgment of Risk’).

5.2 The letter to parents should therefore give full details of the visit, the reason for the visit (educational aims), and transport arrangements. The letter should also state the cost of the visit per child. (Please see charging policy for further details)

6. Staffing

a) Competence

Any member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. For the majority of visits this will be assessed by the Head teacher and/or EVC. In assessing competence to lead, account will be taken of the factors stated in Section F2. In the case of the leading (i.e. instructing) of adventurous activities, the assessment is undertaken by the LA by means of Form EV3, using the procedures and criteria in Section Z.

b) Ratio

As a general guide and in normal circumstances, the adult /child ratio may be

Age	4 - 1:4
	5- 6 - 1:6
	7-10 -1:10
	11+ - 1:15

6.1 However, a professional judgement must be made for **each visit**, by the Visit leader, EVC and Headteacher, as a range of characteristics relevant to the particular visit should determine the ratio. These are:

- Type, duration, and level of activity
- Needs of individuals within the group – medical, SEN, behaviour
- Experience and competence of staff and accompanying adults
- Nature of venue
- Weather conditions at that time of year
- Nature of transport involved

6.2 The competence of supervisors and the supervision arrangements are more important than ratios.

c) Supervision

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult (remote supervision). The decision to allow remote supervision should be based on risk assessment and must take into account factors such as:

- Prior experience of pupils
- Age of pupils
- Responsibility of pupils
- Competence/ experience of staff
- Environment/ venue

6.3 All supervising adults must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the pupils in their immediate care and be shown the completed education visits paperwork.

6.4 During longer residential visits it is essential that staff work closely with external staff (when appropriate) to maintain supervision of the children. An off-duty rota could be arranged with the visit leader so that a minimum of 2 adults are on duty at all times.

7. Risk Assessment

7.1 'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

7.2 In considering risk, there are 3 levels of which visit leaders should be mindful:

- Generic Risks - normal risks attached to any activity out of school. These will be covered by reference to the 'Educational Visits Checklist', and the school's generic self-assessment.

- Event Specific Risk - any significant hazard or risk relating to the specific activity that is not covered in the generic policies. These should be recorded on Form EV5.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

7.3 Staff must be aware of the needs and risks associated with individual pupils and not adopt a complacent attitude as a result of previous risk-free visits.

7.4 Prior to any trip, all risk assessments and visit details should be entered on the off-site forms located in the school office. The school still has the support of the Herefordshire EVOLVE website (<https://evolve.edufocus.co.uk/>).

PRIOR TO THE TRIP DEPARTURE THERE IS A CHECKLIST TO FOLLOW – Please see the school office

8. Transport

8.1 Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

8.2 If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule.

8.3 If any pupils are to travel by car, the driver must have business insurance to ensure adequate cover in the case of an accident.

9. First Aid

9.1 The level of first aid provision should be based on risk assessment. On all visits there should be a responsible adult who is First Aid trained. At least one member of staff should hold a First Aid Certificate as a minimum requirement for residential visits.

9.2 First aid kits are available from the office. If the visit involves the party splitting up, a kit should be taken for each group.

10. Water 'Margin' Activities

10.1 Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in DfE's 'Group Safety at Water Margins' is relevant. A copy of this is available in the orange trip folder, located in the school office.

11. Seeking Parental Consent

Parents complete a consent form

12. Emergency Procedure

12.1 Visit leaders must take with them a copy of **the Emergency card** (section 6.5 in Council guidance document), which sets out the local authority's procedures to be followed in the case of an emergency. An A4 copy of the **Emergency Card** is also found in each First Aid kit used for visits.

12.2 School Contacts must hold a copy of **the Emergency Card** at all times, which details procedures for supporting visit leaders and liaising with the local authority. The Emergency card is available in credit card size.

12.3 For visits that take place in school time, the office and EVC hold visit information including itinerary, venue details, names and emergency contact details for all participants including staff. For visits outside school hours, the school contacts must also hold this information or be able to access it quickly.

13. Educational Visits Checklist

13.1 The Educational Visits Checklist is an essential part of the risk management process and should be adhered to for all visits. This supports the planning, preparation, running and evaluation of an education visit. Please see Appendix 2 for a copy of this document. The Educational Visits folder (kept in the main office) has copies of this check list to refer to at all times when planning.

14. Evaluation

14.1 Within a week of a visit, the visit leader should evaluate the visit with the other supervising adults and inform the EVC of any aspects to be considered in future planning.

15. Booking Procedure

Please inform the following people about proposed visits out of school before booking:

- Headteacher
- Educational Visits Co-ordinator (EVC)
- Admin Officer

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Activity/Risk	Hazard	Persons at risk	Existing Measures	Control	Sev	Lik	RkRt	RkLv	Further Measures required	Control	Date completed

Headteacher:

Governor:

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RISK ASSESSMENT REVIEW FORM

Reference

Risk Assessment:		
Reviewed by:	Review date:	Existing risk assessment valid? Y / N
How has the activity changed?	New controls:	
What new equipment or materials have been introduced?	New controls:	
Reviewed by:	Review date:	Existing risk assessment valid? Y / N
How has the activity changed?	New controls:	
What new equipment or materials have been introduced?	New controls:	

Brampton Abbots and Bridstow C of E Primary Schools - Guidance for completing Risk Assessments

HAZARDS A Hazard is a condition or situation with the potential to cause harm (injury or damage); and can be identified under one of three headings (examples listed below). Assessments should be carried out as a group activity.

Look at an activity and identify hazard if present and significant if unsure class as significant. However, the assessment should ignore trivial and everyday hazards.

Physical Injury Hazards	Physical Agents and Hazardous substances	Miscellaneous
Hit by moving vehicle	Hazardous substances	Display Screen Equipment
Contact with moving part of a machine	Micro organisms	Hot work/fire hazards
Hit by moving materials/substances i.e. water	Ionising radiation	Vibration
Fall(s) from height	Noise	Restricted access
Slips, trips, and falls from same level	Excavations	Manual handling
Contact with/use of live electrical equipment	Pressure systems	High ambient temperatures
Involvement with explosions	Ultraviolet Light	Lone working
Contact with cold objects	Lasers	Confined spaces
Contact with hot objects	Flammable liquid/solids	Waste produced by activity
Contact with sharp objects	Extremes of temperature	Stress
Impact with objects		Posture
Physical attack		Electricity
Finger "nips"		

Brampton Abbotts and Bridstow C of E Primary Schools - Guidance for completing Risk Assessments

RISKS A risk is the chance of something adverse (injury or damage) arising from the hazard.
Risks need to be rated with a 'level of risk', by considering 'Severity' and 'Likelihood':

Severity should be graded 1 -5, where 1 = very low, 2 = low, 3 = average, 4 = high, 5 = very high

Likelihood is the chance realisation of the risk at some point in time over a defined period.

Likelihood should be graded 1 – 5, where 1 = highly unlikely, 2 = unlikely, 3 = possible, 4 = likely, 5 = highly likely

The risk assessment represents the potential severity of a hazard, combined with the likelihood of the hazard achieving its potential to do harm, after taking any control measures into consideration.

Risk rating is scored by multiplying 'severity' by 'likelihood', and then

Risk level can be determined from the following table:

Risk Rating	Risk level	Managerial Action	Risk Result
1 - 5	Low	Monitor, no action normally required	risk level & controls could be Acceptable or Not acceptable (in this case further action would be required)
6 – 10	Medium	Attempt to improve controls so far as is reasonably practicable	
11 - 25	High	Priority action to be taken to apply control measures	

Control measures are measures tailored to a particular set of risks intended to restrict and/or control the risk within tolerable limits proportionate to cost.

APPENDIX 2: Educational Visits Checklist

Before booking any trip:	✓
1. Research costs for the trip, including transport and any additional charges. *Admin staff can be asked to research the costs of coaches if needed.	
2. Cost the trip – remember to include staff/volunteers within the costs.	
3. Complete a trip pre-booking form and submit it to the Headteacher. Bookings cannot be made until the trip is authorised by the Headteacher.	
4. If booking the minibuses <ul style="list-style-type: none"> • Check availability before booking visit location. • Ensure that there is at least 2 members of staff in each minibus (this can include the driver) • Ensure there is a qualified driver available for each minibus. Guidance on minibus drivers can be found in the shared folder that this document was found in. Account for cost of minibus petrol in costs of trip? (20p per mile)	

All procedures below need to be completed at least 1 week in advance, unless otherwise stated

Procedures to ensure a trip is fully planned and prepared for:	✓
1. Write a letter to parents, informing them of costs and asking for confirmation that they will support the trip. Examples of letters and headed paper can be found on the shared drive – Location:	
2. If travelling to a site not visited before by a member of your team or by another staff member you can consult (last 3 years) conduct a pre-trip visit to assess: <ul style="list-style-type: none"> • Any potential risks • Toilet facilities available • Wheelchair/disabled access (if required) • Adverse weather condition arrangements 	
3. Complete a trip risk assessment at least 2 weeks prior to travelling. This will need to be checked by the Headteacher or Assistant Headteacher. For guidance on completing risk assessments see ‘5 Steps to risk assessment’ document in the shared folder that this document was found within.	
4. Book packed lunches with kitchens for those children who are eligible for Free-School Meals (see SIMs for records of FSM - FSM information can be obtained by ‘right-clicking’ on the blank furthest left hand grey box on a SIMs mark sheet for your class)	
5. Ensure all adults on a trip have a valid DBS – see Admin staff for full records of those parents already eligible.	
6. Make sure you have the correct ratios for adults: pupils YN – 4 pupils: 1 adult YR – 5 pupils: 1 adult Y1 - 6 pupils: 1 adult Y2 – 7 pupils: 1 adult Y3 upwards – 8 pupils: 1 adult	
7. Collect money and reply /consent slips for the trip. Please ensure that a deadline for collection is set at least one week prior to the trip taking place to ensure time to chase up parents who have not paid or completed consent forms. Please only accept reply slips with money. If parents have a problem with paying, they must see a member of the Senior Leadership Team (SLT) to discuss this - refer them to SLT. ****If a child does not pay for a trip they cannot go on the trip, unless a member of SLT has authorised a pupil to go without paying****	

<p>PLEASE NOTE: Reply slips and payment - one central record of reply slips and payments will be kept in the school office. Money should be sent in the zip bags that each class has or taken, by a member of staff, to the office and signed off with a member of the admin team.</p>	
<p>8. If providing food for pupils, check allergies/intolerances on SIMs prior to travelling – complete list of vulnerable pupils and share with key staff on the trip.</p>	
<p>9. Complete group lists for each adult – ensure more vulnerable children (behaviour needs, medical conditions etc) are placed with teachers or experienced support staff.</p>	
<p>10. Send out a final confirmation letter to parents informing them of the trip and any special clothes that children might need for adverse weather conditions. Please ensure that children wear school uniform, if appropriate, to aid easy identification during a trip.</p>	
<p>11. Ensure there is a clear record of any medical issues, allergies, controlled medication etc. for individuals coming on the trip – this can be obtained from SIMs or the Inclusion lead teacher.</p>	
<p>12. Ensure that you have at least one qualified first aider travelling on your trip. For a list of those staff qualified see Google shared documents 'FIRST AID TRAINED STAFF' for an up to date list. For trips with a greater risk more first aid trained staff will be required. If unsure, please ask the school trips coordinator (Primary Director).</p>	
<p>13. Children whose behaviour might compromise the safety of others may not be allowed to attend a school trip and alternative work must be provided for them for the duration of the trip. These children should be 'buddied' to another class for the whole day. The Head or Deputy and the school office staff need to be informed if a child is not attending a trip so that a separate register can be done for them for the day.</p>	

Last minute checks on the day of the trip	✓
1. Laminated copies of LA's CYPs Emergency Numbers & Emergency Procedures sheet	
2. Complete lists of names, medical & consent forms, emergency contact details, any special needs information for all P/C/YP, staff and voluntary helpers.	
3. Have these lists be duplicated for all staff plus copies deposited with the 'home base' contact person?	
4. P/C/YP's medicines and details of dosages required for each individual?	
5. Are First Aid kits available?	
6. Is a Travel sickness kit required?	
7. Vouchers for accommodation, activity sessions, entry coupons etc. for events	
8. All personal luggage, rucksacks, 'day' bags	
9. Bottled water for journey	
10. High visibility jackets	
11. Phone numbers for the venue, transport company, local doctor, dentist, NHS drop-in centre etc.	
12. Mobile phone, school/centre digital camera	
13. Contingency funds/petty cash	
14. Procedures in the event of transport delays or breakdowns	
15. Food & drinks for the journey	
16. Any specialized equipment required for project work	
17. Copy of Insurance details – School Journey Policy etc.	
18. Recreational kit, - footballs, board games, DVD's	
19. Passports, visas, travel documents for participants & vehicles	
20. European Health Insurance Cards (the EHC card supersedes the E111 form)	
21. Collection times for P/C/YP at the end of the visit	
22. Ensure every vehicle travelling on trip has a first aid kit	
23. For younger year groups (Phase 1) ensure each child has a sticker identifying the school they come from.	
24. Consider the use of High visibility jackets for staff and pupils (if there is road crossing featured on your trip).	
25. Ensure each group leader knows who is in their group	
26. Share the risk assessment with all adults supporting the trip (this can be done orally or by giving a paper copy of the risk assessment)	
27. Collect packed lunches from kitchens	
28. Collect emergency contact details sheet and quick reference cards (to be distributed amongst all adult helpers; staff and non-staff)	

After a completed trip please:	✓
1. Complete a post-trip evaluation to inform SLT of any 'near misses' or successful learning opportunities encountered.	
2. Evaluate the success of the trip in fulfilling its aims. Will you repeat this trip next time you do this topic, or will you adjust it?	