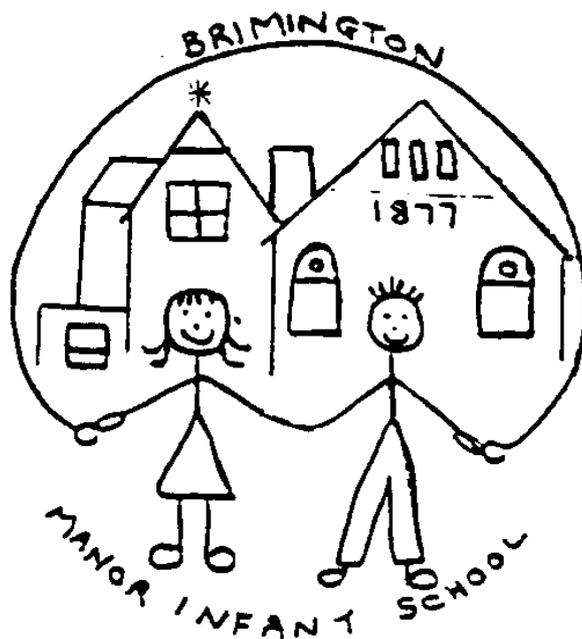




## Brimington Manor Infant and Nursery School



## Educational Visits Policy

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DECLARATION OF INTENT

The school's governing body attaches great importance to the Health, Safety and Welfare of its' employees at work and of other persons who may be affected by such employees' acts or omissions at work and during all out of classroom activities.

It readily accepts its responsibilities, during all activities, to do all that is reasonably practicable to prevent injuries and accidents, and to ensure effective management of the health and safety of the school's pupils, staff and others and to make sure that the premises, equipment, vehicles and general working arrangements are safe and without risk to health, and that appropriate facilities, welfare arrangements and training are provided when necessary.

The school regards the promotion of health and safety measures as an important objective for all employees.

The school's governing body also attaches particular importance to providing information about the steps that should be taken by employees to maintain a safe and healthy working environment, during all out of classroom learning, and in ensuring that the School Management is aware of their responsibilities

Throughout the National Curriculum great emphasis is placed upon the importance of first hand experience. Learning outside the classroom provides a powerful route to the 'Every Child Matters' outcomes, in particular enjoying and achieving, staying safe and being healthy. Much learning outside the classroom will take place as part of programmes that support personalised learning and complement the strategy for young people set out in 'Youth Matters'.

The school's governing body will afford the opportunity for educational visits, both day and residential, and will enable teachers, support staff and children to work in an environment outside their normal classroom, which will allow the children to develop social skills and interact without many of the normal constraints.

This document will become part of the school's overall health and safety policy document which contains general arrangements for health and safety for all of the school's activities and should be referred to if necessary.

NAME: .....

SIGNED: ..... DATE: .....

**Chair of Governors**

NAME: .....

SIGNED: ..... DATE: .....

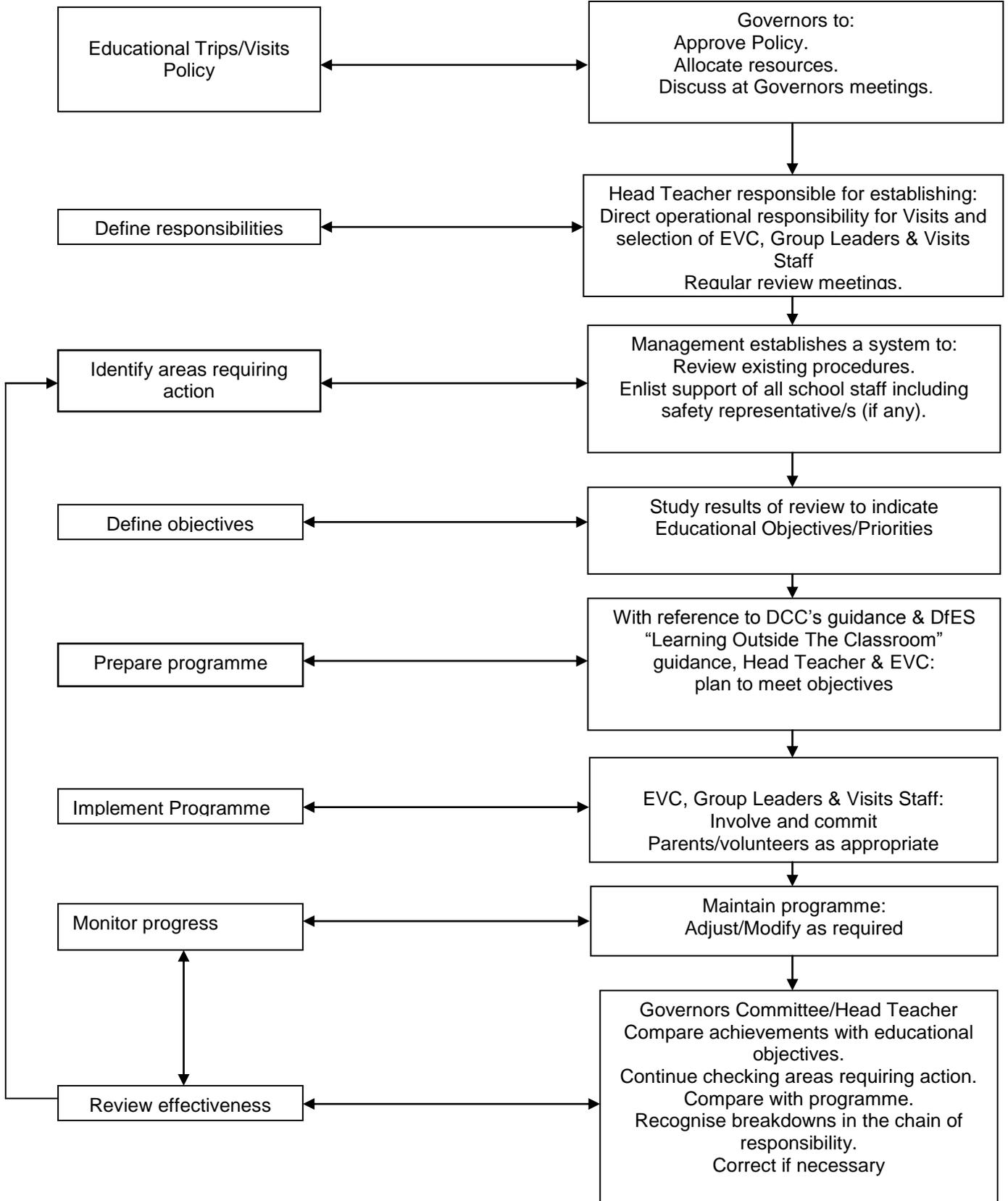
**Head Teacher**



**ONGOING ACTION PLAN FOR IMPLEMENTING EDUCATIONAL TRIPS POLICY**

**ACTION REQUIREMENTS**

**PLANNING STAGES**



## School Educational Trips and Visits policy

### Introduction

This policy template is written in line with Derbyshire County Council's (DCC), Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Guidance and the DfES Health & Safety of Pupils on Educational Visits and its three supplements.

It is essential that the Headteacher, Educational Visits Coordinator (EVC) and the Group Leaders are familiar with the contents of this policy and DCC's Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Guidance Handbook before planning their trips.

### Benefits of Learning Outside the Classroom

**“Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances”.**

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn.

These experiences can take place in the school grounds; local nature reserves and wild places; city farms and parks; streetscapes; field study centres; farms and the countryside; remote wild and adventurous places; heritage and cultural sites; zoos and botanic gardens; places of worship; museums, theatres, galleries and music venues; and on cultural, language and fieldwork visits abroad.

### Benefits

By helping young people apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, schools and communities, young people and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills. When these experiences are well planned, safely managed and personalised to meet the needs of every child they can:

- Improve academic achievement.
- Provide a bridge to higher order learning.
- Develop skills and independence in a widening range of environments.
- Make learning more engaging and relevant to young people.
- Develop active citizens and stewards of the environment.
- Nurture creativity.
- Provide opportunities for informal learning through play.
- Reduce behaviour problems and improve attendance.
- Stimulate, inspire and improve motivation.
- Develop the ability to deal with uncertainty.
- Provide challenge and the opportunity to take acceptable levels of risk.
- Improve young people's attitudes to learning.

Giving young people responsibility for achieving these outcomes helps them to learn from their successes and failures. Learning outside the classroom provides support for many different curriculum areas. For example, all young people have an entitlement to do field-work as part of their geographical studies. Linked to the curriculum, these activities provide direct and relevant experiences that deepen and enrich learning.

## 1. Organisation and responsibilities

Responsibility for all off-site educational visits rests with the Governing Body and Headteacher. The respective roles of each are outlined within DCC Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Handbook.

### 1.1 Governing Body

1.1.1 The Governing body will put in place a policy to ensure all visits are properly planned and the necessary approval obtained before a visit takes place.

N.B. Governors may wish to see an outline of all planned off-site activities before they take place or may delegate this to the Head-Teacher.

1.1.2 The Governor named below will oversee and monitor this policy.

**John Haywood**

1.1.3 The Head-teacher's report outlining visits planned and the results of the reviews of visits undertaken, will be submitted to each full Governing Body meeting.

1.1.4 The Headteacher will report to the Full Governing Body on visits undertaken.

### 1.2. Head Teacher

1.2.1 The Head teacher will be responsible for ensuring that school trips are planned, organised, undertaken, controlled, monitored and reviewed.

The Head teacher will agree, with the named EVC, the duties delegated to the EVC.

1.2.2 The Governors will authorise all visits, in writing or will devolve the responsibility of authorisation to the Head Teacher.

1.2.3 The Head teacher will report the results of the reviews of visits undertaken to the Governing Body.

1.2.4 The Head teacher will confirm the qualifications, training records and experience of the Group leader who will lead the specific visit and the supervisory personnel, and will approve these people as suitable to lead/supervise the visit/s.

### 1.3 Educational Visits Co-ordinator (EVC)

1.3.1 The school's Educational Visits Co-ordinator is:

**Angela Booth**

1.3.2 They will undertake duties as agreed between themselves and the Headteacher. (Reference EVC description of duties and responsibilities).

1.3.3 The EVC will be fully conversant with DCC's Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Guidance Handbook as well as the DfES Health and Safety for Pupils on Educational Visits (HASPEV) and the subsequent supplements (available on DCC's Extranet/the EDVOL Site/Teachernet).

## **1.4 Group Leader**

- 1.4.1 The Group Leader should be conversant with DCC's Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Guidance Handbook and will comply with the requirements outlined in the Guidance.
- 1.4.2 The Group Leader must demonstrate the following:-
- Competence, including where necessary verification, to lead the visit.
  - Awareness of potential hazards, dangers and competence when completing the necessary risk assessments.
  - Sound judgement of what constitutes a dangerous situation.
  - Preventing access to dangerous situations for those ill-equipped to cope.
  - Knowledge of how to help oneself and those in danger.
  - Ability to undertake dynamic risk assessments.
  - Arrangement of adequate supervision.
  - Knowledge of where to get information on the area they are travelling to including such things as: tide tables and weather forecasts etc.
- 1.4.3 The Group Leader will liaise with the EVC throughout the planning and preparation of their trip to ensure that any activities or events that may place staff or pupils at significant risk are assessed and that safety measures are in place prior to the trip taking place.
- 1.4.4 The Group Leader will assess/reassess the risks involved and amend as appropriate any previous recorded risk assessment
- 1.4.5 The Group Leader will ensure there is a contingency plan (plan B) should a significant change to the programme be necessary due to unforeseen circumstances.
- 1.4.6 The Group Leader will ensure that all parents of children on their trip have access to all the required information, including any risk assessment information, and that any questions raised are answered prior to the trip taking place.
- 1.4.7 Any activities which may include the child entering water or any activities involving work on or adjacent to water (e.g. walking near/along water's edge) which leave interpretation open e.g. river walking/pond dipping etc, must be explained to the parents.
- 1.4.8 The Group Leader named for each visit will have overall responsibility for that visit whilst it is underway.
- 1.4.9 The Group Leader will review their trip and provide details of their review to the EVC.
- 1.5.0 The Group Leader will be fully familiar with emergency procedures and contact numbers.

## **1.5 Supervisory staff**

- 1.5.1 All staff assisting with supervision on any trip will be conversant with the DCC's Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Guidance Handbook and the specific trip's risk assessment/s
- 1.5.2 All staff will ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed.

1.5.3 All staff will ensure that once the trip has started, where any previously unforeseen hazards or risks are identified, they are brought to the attention of the Group Leader.

1.5.4 Staff will feed back information to the Group Leader to enable a full review of the trip to be completed.

## 2. HEALTH AND SAFETY

The school will adopt the procedures as laid out in DCC's Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Guidance Handbook.

**N.B. For every educational visit, reference should be made to the appropriate system in present use, i.e. the on-line data-based EDVOL system.**

The following procedure will be adopted when organising any visit outside the school grounds.

2.1 Proposals for visits will, as a minimum, state

- ❖ the educational purpose of the visit,
- ❖ its aims and objectives and
- ❖ how it conforms to the school's curriculum aims.
- ❖ class identification & size, composition, supervision ratios and the names of who will be supervising.
- ❖ destination/s dates & times.

2.2 A planning checklist should be used to provide assurance that each visit is methodically and suitably planned. (School have produced their own – see appendix).

2.3 The school has adopted 2 categories of visits as laid out in DCC's Policy & Guidance for Health and Safety for Pupils and Young People on Educational Visits Guidance Handbook. They are as follows:-

### Category A - School Approved Visits

Educational visits where the element of risk is similar to that normally encountered in daily life, e.g.:-

- ❑ visits to shops, libraries, churches and historic buildings;
- ❑ local and urban studies, including all visits to Chesterfield Urban Studies and New Mills Heritage Centres (if activities delivered by Centre staff);
- ❑ theatres, cinemas, museums and galleries;
- ❑ visits in and around the locality of the school;
- ❑ visits to theme parks;
- ❑ visits to farms with visitor centres;
- ❑ visits to large urban areas.
- ❑ All residential visits to Lea Green and White Hall Centres (if activities delivered by Centre staff)

### Category B - Education Service Approved Visits

Educational visits involving adventurous activities e.g.:-

- ❑ Land-sports - Caving, climbing, cycling, trekking, walking, orienteering, horse riding, pony trekking, powered activities.
- ❑ Water-sports – Paddle-sports including canoeing, sailing, windsurfing, powered activities.
- ❑ Snow-sports - Skiing, snowboarding.
- ❑ Activities on or adjacent to water, where the waters edge is approached to work or is entered e.g. coastal visits, pond dipping, river walking, fishing, boating holidays, swimming.

- ❑ Visits to working quarries, working farms and working factories.
  - ❑ Visits abroad, whether or not they involve an overnight stay.
  - ❑ Residential visits.
  - ❑ Visits to or through remote areas of countryside.
  - ❑ Forest Schools/Skills programmes
  - ❑ Duke of Edinburgh Award Expeditions.
  - ❑ Swimming, other than school swimming as part of the national curriculum entitlement.
- 2.4 Approval of visits will be outlined within the arrangements section of this policy, however in brief:  
The Headteacher and EVC will approve all visits (see 1.2.2).  
DCC LA will be notified for all visits in categories B for their approval (Overseas visits; Residential, adventurous activities and water, wherever encountered e.g. coast, river, canal, swimming baths).
- 2.5 Staff competencies required for the nominated Group leader and for teaching and support staff will be clearly defined.
- 2.6 Where the school uses external providers, an EVP1 Form should be sent/given to the provider for completion and returned to DCC LA. Where appropriate, Risk assessment and a copy of their AALA licence may be requested from the provider and checked.
- 2.7 Risk assessments and procedures for managing risks will be in place for all risks that are reasonably foreseeable.  
The risk assessments must be read and signed by all the adults accompanying the trip.
- 2.8 The timescales for the proposal, approval and departure of each visit will be included in the arrangements section of this policy.
- 2.9 Suitable and sufficient information will be provided to parents to enable them to make an informed decision as to whether their child should accompany the trip.
- 2.10 No child will be allowed to embark on any visit without producing a consent form signed by their parent/guardian.
- 2.11 Every trip or visit will be subject to a review.

## **Risk Assessments**

Risk assessments are an essential part of the planning process.  
The Group Leader is responsible for producing risk assessments for all aspects of the visit.  
DCC's Extranet contains generic risk assessments for most types of locality/educational activities. These may be amended to suit the specific location and group travelling.

All adults accompanying the visit must read the risk assessment/s and sign the appropriate forms EVS1 to confirm understanding and agreement of the control measures.

For regular visits, such as swimming, or local church, a programme of activities will need to be done perhaps once a term or once a year.

During the visit, a dynamic risk assessment should be carried if any situation occurs that impacts on future visits or affects any of the children in any way and a report should be completed and submitted to the Head Teacher.

### 3. Arrangements

**REMINDER: N.B. For every educational visit, reference should be made to the appropriate system in present use, i.e. using the paper-based EVS1 system or the on-line data-based EDVOL system.**

#### 3.1 Proposals

3.1.1 The Group Leader will submit a proposal to the Headteacher within the following timescale for each category of visit

Category	Latest date for submission to the EVC and/or Headteacher
A	5 working days, but applications may be accepted up to 48 hours prior to visit
B	For <b>foreign trips 8 WEEKS</b> for <b>all other</b> Category B trips <b>4 WEEKS</b>

3.1.2 A DCC Approval for Off-site Visits form EVS1 must be completed.

3.1.3 The means of complying with the requirements outlined in the planning checklist must be outlined.

3.1.4 Proposed visits should be clear with regard to insurance arrangements and the financial procedures that will be used including charging and remissions.

3.1.5 Parents should be given sufficient information to enable them to make an informed decision as to whether their child should participate in the visit. They must sign the relevant consent form(s), and provide emergency contact number(s) and all relevant medical details including children currently on medicines.

3.1.6 Forms for Parental consent and medical details should be sent out at least two weeks prior to the visit. The timing of this requirement may depend

3.1.7 Where coach or minibus travel is to be used it must be in accordance with DCC's Guidance for Health and Safety for Pupils and Young People on Educational Visits and the County Minibus regulations for Minibus use.

#### 3.2 Notification

3.2.1 Notification will be made using proposal and notification form EVS1.

3.2.2 Notification to the LA Educational Visits team will only be allowed after the Headteacher and EVC are satisfied that the form has been fully completed and that any requisite additional information is attached and they have signed all relevant documentation.

3.2.3 The Group Leader is responsible for sending the notification to the EVC for visits in categories B. This must be:  
at least **Eight weeks** prior to an overseas visit and **Four weeks** prior to any other Category B visit.

3.2.4 The Headteacher/EVC will ensure that the Group Leader carries out this task.

### 3.3 Undertaking the visit

- 3.3.1 Once the category B trip notification (EVS1) has received approval, the visit will commence in accordance with the itinerary and activities planned. Any deviation from the itinerary or planned activities must be considered by the Group Leader and a risk assessment made prior to the alteration taking place.
- 3.3.2 A record must be kept of all such instances for evaluation and review purposes.
- 3.3.3 In the situation of an accident or incident that results in a pupil or member of staff having to go to hospital or not being able to continue the trip, the group leader must telephone the school contact immediately. Upon receipt of any such calls the school contact will immediately inform the LA Educational Visits team if it is considered appropriate.
- 3.3.4 Any incident requiring first aid will be recorded on the school first aid sheet and kept in school after the visit.

### 3.4 Monitoring

- 3.4.1 The school will monitor the implementation of this policy by ensuring that the documentation required has been produced to a satisfactory standard.
- 3.4.2 It is recommended that on occasions the EVC, Head teacher or a member of the Governing Body will accompany a group.
- 3.4.3 The school may also request the Education Visits Advisor (EVA) to undertake a monitoring visit of a planned trip. This will be used for the school's own monitoring purposes.

### 3.5 Evaluation and Review

- 3.5.1 Every visit will be reviewed by the Group Leader.
- 3.5.2 The results of the evaluation and review process will be provided to the EVC/Head teacher.
- 3.5.3 The Head teacher's report to the Governing Body will include details of the evaluations and reviews for visits undertaken.
- 3.5.4 The evaluation and review report will be maintained in the school's educational visits file for reference.

### Insurance

All staff, pupils and adult helpers are covered by DCC's insurance.

#### **Insurance arranged by the County Council:-**

- Employers Liability Insurance
- Public Liability Insurance
- Personal Accident Insurance

(N.B. This insurance does not cover personal possessions and staff and pupils should take out insurance cover for their own personal possessions).

**Additional insurance which may be considered necessary by the Group Leader:-**

- Overseas Personal Accident Insurance
- Increased UK coverage

**Increased coverage for journeys in the United Kingdom**

While medical treatment is provided by the NHS, Head-teachers/Youth workers and party organisers should be aware of other areas of expenditure which could result from an accident or illness in the UK (e.g. additional travel or accommodation expenses incurred by hospital visits, cancellation of holidays, loss of property, disablement).

It is recommended to consider the need for insurance cover, bearing in mind that it is not always the apparently dangerous activities which attract accidents.

In general it would be prudent to arrange insurance for all overseas visits and visits in the UK that involve an overnight stay.

**N.B.** It is essential that parents are made fully aware of:-

1. The nature of any insurance provided.

OR

2. The needs for any extra insurance if not provided by the organiser.

OR

3. The absence of insurance cover.

In relation to all the above, it must be clearly understood that insurance cover does not apply to:-

- (a) Activities undertaken privately by teachers/workers/leaders independently of school/youth club.
- (b) Activities which have not been approved by the Headteacher/Youth worker or, where required, by the Governors and the Education Service
- (c) Activities organised by PTAs.
- (d) Private motor vehicle claims – business use must be covered by the policy holder's private insurance.  
Cover for business use by the policy holder may not automatically provide cover for the spouse's/partner's business use.  
Drivers are advised to check with their insurance companies.

**School Travel Insurance is taken out annually with DCC Travel cover.**