

Off-site Visits Policy

Review frequency:

Approval:

Policy Statement

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The purpose of this policy is to set out clearly the procedures for ensuring safety at the various categories of off-site educational visit.

We aim to use off-site educational experiences to enhance the learning process across the whole curriculum. We see it as an approach which is essentially cross-curricular and it will in many cases form the basis (first-hand experience) from which further studies are made.

We have adopted the guidance provided by the Department of Education to determine policy and practice when engaging in off-site work with our pupils.

Outdoor education contributes to:

- The promotion of a positive response towards personal health, safety and well being
- The gaining of a greater understanding and appreciation of the wider world
- An awareness of the need for sustainable relationships between people and the environment
- The fostering of the growth of self-esteem, co-operation with others and personal responsibility.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Health and Safety Policy; Child Protection and Safeguarding Policy; Supporting Pupils with Medical Conditions Policy

Legal Framework

Department of Education guidance on Health and safety: advice on legal duties and powers, February 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf

Model Procedure

Roles and responsibilities

Chris Groom acts as the academy's Educational Visits Coordinator (EVC), and is responsible for ensuring that all off-site activities comply with Department of Education policy and guidance.

The EVC will be involved in the planning and management of all academy visits though not necessarily in the actual visit itself. The visits will be planned in line with the agreed policy for Teaching and Learning. For each visit made there will be an identified group leader. The group leader will have overall responsibility for the supervision and conduct of the visit including direct responsibility for the pupil's health, safety and welfare whilst offsite.

EVCs should:

- Where appropriate, authorise at academy level all category 'A' and 'B' visits. Category 'C' visits will be supported by the EVC but approved at L.E.A.D. Trust level. (See page 3)
- Ensure all required documentation and organisational checklists are complete

Pupils also have responsibilities. They should:

- Not take unnecessary risks;
- Follow the instructions of the group leader, activity leader or other member of staff;
- Behave sensibly, keeping to the agreed code of conduct;
- Inform a member of staff of any significant risks

Parental responsibilities are:

- Inform the group leader of any medical details relevant to the trip
- Provide emergency contact numbers
- Sign the consent form

Visit Leaders should:

- Be named and known to all involved in the visit
- Not take unnecessary risks;
- Ensure that academy contact numbers for the academy and Headteacher are easily accessible for the duration of the visit
- Ensure all adults are fully briefed as to the expected 'dos and don'ts' in relation to pupil management and visit outcomes (FORM 6 to be completed by HT or DHT)
- Contact the academy/Headteacher if support or guidance is required in relation to any unexpected event
- Complete a Visits Evaluation Form (LEV 4) following an educational visit. A copy of the form is attached to this policy. Completed forms should be returned to the EVC.

Parent Volunteers should:

- Not be involved in the management of a group of pupils which includes their own child
- Work under the direction of the Visit Leader

Activity Categories and Approval Procedures

Category	Example of visit/activity	Approval Procedure
A	Visits and journeys with risks similar to that of everyday life, e.g. historic sites, museums, local walks, theatres, fieldwork in the locality.	Headteacher or EVC approval depending on school procedures. Group leader approved by head. Governors - notification only
B	Outdoor/adventure activities in more remote areas having an element of risk, e.g. <ul style="list-style-type: none"> • walks below 600m altitude. • activities in countryside environments. • any visit with a residential element within the UK, eg. activity centre. • specialised activities require NGB Qualification for leaders/instructors. 	Headteacher - approval EVC - approval Governors – notification for day visit, approval if residential. L.E.A.D. Trust notification if residential.
C	All activities in, on, close to water. All visits abroad. All recognised hazardous activities. Activities with significant Health and Safety concerns. Activity leaders require NGB qualifications.	Headteacher/EVC - approval. Governors- approval. L.E.A.D. Trust approval. Supported by appropriate forms. Forms to be forwarded at least 2 months before intended date of visit (UK) or 3 months if abroad.

NB

Some Category 'B' activities may take place in remote or hazardous environments and require specific skills, experience and safeguards in order to minimise risks so they are tolerable. It is important that leaders of such activities without recognised National Governing Body (NGB) qualifications do not overestimate their skills.

Additional members of staff and volunteers will assist the group leader in ensuring the health, safety and welfare of all people on the visit. They must be clear about their roles and responsibilities whilst taking part in the visit or activity.

Supervision Ratios

There are many variables that may govern the appropriate staffing ratio for a particular visit or activity. A condition or set of circumstances may be more hazardous to one group or individual than another. This highlights the crucial role of Risk Assessment in the supervision aspects of off-site activities and it should never be assumed that the ratios given in this document as guidelines will always be adequate, they are the **minimum** suggested by the Trust. The following circumstances may apply to warrant an improvement on the minimum ratio:

- The age, gender, attitude, ability, behaviour and competence of the group members
- The extent to which young people with special needs are included in the group
- The nature of any planned specialist activities
- The experience and expertise of the adults
- The duration and nature of the journey
- The need to maintain adequate supervision throughout the programme.

The following ratios are put forward therefore as the Trust's minimum guidelines.

Category A Visits		
Reception	(2 : 13 and 1 : 6 thereafter – school policy)	1 QTS + 1 other
Key Stage 1 (Years 1 and 2)	2 : 15 1 : 8 thereafter (2 : 13 and 1 : 6 thereafter – school policy)	1 QTS + 1 other
Key Stage 2 (Years 3 and 4)	2 : 24 1 : 10 thereafter (2 : 20 and 1 : 8 thereafter – school policy)	1 QTS + 1 other
Key Stage 2 (Years 5 and 6)	2 : 24 1 : 10 thereafter	1 QTS + 1 other
Key Stages 3, 4 and 5 (Years 7-13)	1 : 10	1 QTS + 1 other
Category B Visits		
Reception	(2 : 13 and 1 : 6 thereafter – school policy)	1 QTS + 1 other
Key Stage 1 (Years 1 and 2)	2 : 12 1 : 8 thereafter (2 : 13 and 1 : 6 thereafter – school policy)	2 QTS + 1 other
Key Stage 2 (Years 3 and 4)	2 : 24 1 : 10 thereafter (2 : 20 and 1 : 8 thereafter – school policy)	1 QTS + 1 other
Key Stage 2	2 : 20 1 : 10 thereafter	2 QTS + 1 other
Key Stages 3, 4 and 5 (Years 7-13)	1 : 10 1 : 10 thereafter minimum	1 QTS + 1 other
Category C Visits		
Key Stage 1	N / A	N / A
Key Stage 2	2 : 15 1 : 8 thereafter	2 QTS + 1 other
Key Stages 3, 4 and 5 (Years 7-13)	1 : 10 1 : 10 thereafter minimum	1 QTS + 1 other
All Visits Abroad		
Key Stage 2	2 : 15 1 : 8 thereafter	2 QTS + 1 other
Key Stages 3, 4 and 5 (Years 7-13)	1 : 10 1 : 10 thereafter minimum	1 QTS + 1 other

Key Stage 1 pupils will not normally engage in Category C activities

In some circumstances, such as for school swimming, transport only ratios may be higher than those described here as pupils will be in a tightly controlled and managed environment for a relatively short period of time on the coach.

Risk Assessment

Risk assessments for educational visits can be usefully considered as having three levels:

- Generic activity assessments which are likely to apply to that activity wherever and whenever it takes place.
- Visit/site specific assessments which will differ from place to place and group to group.
- On-going or dynamic assessments that take account of, for example, illness, changes in weather or change of planned activity (plan B required)

It is also important to consider what effects accident to, or illness of staff may potentially have on the activity or visit. Risk assessments should be recorded, reviewed and amended if necessary, and in particular for:

- Any new programme, activity or environment
- Specific activities, locations, circumstances or groups which may hold health, safety or welfare concerns
- Any large scale event (eg sponsored walk)
- All category C visits or activities

The academy has a robust risk assessment system in place. All necessary forms are held by the EVC, with commonly used forms available to all staff.

The following four forms (attached) should be regarded as the minimum requirement for all visits that require specific parental consent and for which generic or specific risk assessments are not yet in place. Such visits will fall mainly within the 'A' and 'B' categories.

Form 1 Visit Proposal/Notification

Form 2 Checklist for Teaching Staff and Office Staff

Form 3 Educational Visit Risk Assessment

Form 4 Notification of Staff and Volunteers for Educational Visits

*Additionally, Form 5 should be completed for category C visits.

General

This policy supports the academy's Health and Safety Policy.

The Planning Checklist, including Preliminary Visits notes, is to be followed by all staff.

Pupils are not permitted to take/use mobile phones on educational visits.

All pupils in the primary phase to wear Noel-Baker Academy Wristbands when on educational visits (with the exception of residential visits). The bands will contain phone numbers for the academy and are therefore used as an additional precaution should a pupil become separated from their group.

For residential visits, please ensure details are kept of any medical concerns reported by pupils. Please log the nature of the concern and the action taken.

Form 1: Notification of Approval of Proposed Educational Visit

To be completed when making arrangements for **any** visit off site.

Visit to:		Residential Yes/No	
Name of Party Leader:		Date of Visit:	
Time of departure from the academy:		Time of departure from venue:	
Time of arrival at venue:		Estimated arrival time back at the academy:	
Summary of visit:			
Purpose of activity, including specific educational objectives:			
Transport arrangements:			
Age range of pupils:		Adult : Pupil ratio planned:	
Number of boys		Number of male adults	<i>To be completed on separate form</i>

Number of girls		Number of female adults	<i>To be completed on separate form</i>
Total number of pupils		Total number of adults	<i>To be completed on separate form</i>
Any pupil issues (SEN, behaviour etc)			

I have studied this application and am satisfied with all aspects including the planning, organising and staffing.

Approval given is subject to receiving:

- All relevant information, including a risk assessment, a final list of group members, details of parental consent and a detailed itinerary at least two days prior to departure.
- Details of any incidents within 14 days of return
- Any further requests detailed below.

Educational Visit Co-ordinator:

Signed _____

Date _____

Headteacher/Chair of Governors:

Signed _____

Date _____

Form 2: Checklists for Teaching Staff for Education Visits off site

Checklist regarding the Office:

Venue Booked

A Notification for Approval Form is completed in which key information is passed to the office for the coach to be booked and arrangements to be made. *This needs to be completed well in advance of the educational visit taking place.*

Preliminary visit undertaken if the site has not been visited by a member of staff on a previous occasion.

Risk assessment completed and passed to office at least 3 days prior to visit. Letter despatched to parents/carers 3 weeks prior to visit (by office)

List of names of staff and volunteers passed to office for List 99 check (*Please hand this information to the office 2 days prior to the educational visit so that the checks can be completed and returned in time*)

Inform office if lunchtimes to be affected e.g. visits taking place just morning or afternoon

PLEASE NOTE: The office staff will chase and monitor all return slips regarding pupils attending the educational visit. This information will be passed to the class teacher prior to the day of the visit. Additional chasing or monitoring of slips within the class is therefore not necessary.

Checklist regarding your own class:

Sick bucket(s)

First aid kits (enough for each group leader)

Medication obtained for specific pupils who require it (see the staff handbook medication list)

Information about the venue itself/a timetable of activities and events if applicable
Tissues/paper towels

Group lists and group leaders (including their mobile phone numbers if separated at the venue)

A class list with absent pupils marked upon it
The academy mobile phone

Wrist bands

A change of clothes/spare uniform/underwear
Sketch books/pencils/pens

Hand wipes

Camera(s)

A cheque from the academy to be handed in at the venue (if applicable)

Bin bags/Carrier bags (for illness and collecting rubbish at lunch time)

Form 3: Educational Visit – Risk Assessment

Visit Planned _____

Date of Visit _____

Risk Assessment Total Score _____ Date _____

Signed _____ Party Leader

Select the score for the best fit comment under each heading and tick box. Add up the score and tick appropriate risk heading below.

	The activity 1 2 3 4 5	The individual 1 2 3 4 5	The activity leader 1 2 3 4 5	The environment 1 2 3 4 5	Access to First Aid 1 2 3 4 5	External factors 1 2 3 4 5
1	Within the every day experience of the individual	Very experienced, appropriate level of competency	Experienced and qualified at the appropriate level	Urban or rural with hazards that are predictable	Access to qualified staff and first aid equipment	Weather appropriate to the activity, any change will have no adverse effect on the group
2	Outside the every day experience of the individual, but the tasks have familiar aspects	Regular exposure to the activity, an adequate level of competency	Minimal qualifications, regular participant	Urban and rural with hazards that change quickly	Access to basic qualified staff and first aid equipment	Weather appropriate to the activity, any change will have minimal effect, but will not affect safety.
3	Outside the everyday experience	Experience at a recreational level, some	Minimal qualifications, recreational	Industrial. Overnight stays.	Access to unqualified staff and	Weather change could lead to

	of the individual, but competency has been achieved in training	competency	participant.		first aid equipment	problems if the group is not adequately prepared by training or equipment
4	Outside the everyday experience of the individual but training has been given.	Some experience at an introductory level. No competency	Some experience as a leader. Limited or recreational participant	Close proximity to water, cliffs, or to other dangerous topographical feature, e.g. danger of drowning and of injury by falling debris.	No access to first aid staff and limited to first aid equipment.	Weather change could lead to serious problems if the group has not achieved a level of competency in the activity or is not adequately equipped
5	Outside the experience of the individual with no similar aspect training etc	Absolute novice, no experience of the activity and/or has special needs.	No experience of the activity in a leader capacity, some experience as a participant	Travel to other countries. Areas classified by NGB's as advanced, e.g. sea, wilderness areas etc	No access to first aid staff and no equipment	Weather change could have serious repercussions for the group
Assessment		6-10 Low risk	11-19 Medium Risk	20 – 25 High Risk	26-30 Unacceptable Risk	
Definition		The possibility and nature of an accident occurring are not substantially different from those encountered in every day experience	The hazards encountered are outside the group's experience, but by adopting principles of safe practice should bring them to an acceptable level.	The hazards encountered are either extreme or very much beyond the everyday experience of the group. The repercussions of an accident could lead to serious consequences	The hazards encountered are far beyond his experience of the group and the Party Leader. The visit should not proceed.	

Hazards Identified – Educational Visits

Hazard identified How to manage them

Hazard identified	How to manage them

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Additional notes:

Signed _____ Headteacher/EVC Coordinator

Adult : Pupil ratio:	
Number of male adults	
Number of female adults	
Total number of adults	

Signed _____ Visit Leader Date _____

Signed _____ EVC Date _____

Form 5: Category 'C' Education Visits

PART A (to be completed by the school)

ACADEMY NAME	
HEADTEACHER	
EVC	
PARTY LEADER and EXPERIENCE IN THIS TYPE OF VISIT	
MAKE UP OF PARTY	STAFF NUMBERS M <input type="checkbox"/> F <input type="checkbox"/> PUPIL NUMBERS M <input type="checkbox"/> F <input type="checkbox"/>
DESTINATION	
TRAVEL BY..	
ACTIVITIES PLANNED	
PRELIMINARY VISIT: DATE AND ISSUES ARISING	
FORMS SUBMITTED (Tick boxes)	LEV1 <input type="checkbox"/> LEV2a/2b for each 'C' activity <input type="checkbox"/> Itinerary <input type="checkbox"/>
DETAILS OF WHICH ACTIVITIES ARE SCHOOL-LED AND WHICH ARE INSTRUCTED/LED BY QUALIFIED STAFF	

APPROVAL – ACADEMY	SIGNATURE and DATE	COMMENTS
HEADTEACHER		
EVC		
CHAIR of GOVERNORS		

Part B: To be completed by the L.E.A.D. Academy Trust

<p>I have studied the documentation submitted in respect of the above visit and L.E.A.D. Academy Trust approval is granted/not granted</p> <p>Comments:</p> <p>Further actions required (with dates):</p> <p>Signed: _____ Position: _____ Date: _____</p>
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Form 6: Checklist for Volunteers

Educational Visits

Prior to an educational visit taking place, the following checklist needs to be shared with all volunteers to ensure that pupil safety and conduct is adhered to. This should be conducted by the Headteacher.

1. Ensure that you understand the structure of the trip e.g. (times and locations)
2. Ensure that you have a clear list of the pupils within your group
3. Ensure that your group remains with you at **all** times throughout the day unless they have been otherwise instructed by a member of academy staff.
4. Expect pupils to behave appropriately and report any behaviour which may compromise their safety to a member of staff. Act as a role model for appropriate behaviour and manners.
5. Never enter any toilet cubicle with a pupil alone. Ensure that visits to the toilet with pupils always happen when another adult from the academy party is present.
6. Ensure that you have the academy mobile number and academy phone number with you at all times. MOBILE: _____ LANDLINE: _____
7. Ensure that no pupils are photographed or videoed during the day either by yourself or any member of the public.
8. Report First Aid incidents immediately to a member of the teaching staff.

Date: _____

A Visit to _____

Please sign to say that you have read and understood the points listed above. Thank you.

Signature of the Volunteer	Printed Name
1	
2	
3	
4	

5	
6	
7	
8	
9	