



Educational Visits Policy

Version	Date	Actions Taken	Person Responsible
1	10.10.15	Policy Updated	Darren Coult
2	21.09.18	Policy Updated	C Stubbs / J Neal
3	13.05.19	Policy Reviewed and Accepted	S.I. Committee
4	01.11.21	Policy Reviewed	C Stubbs / J Neal
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6	06.01.23	Policy Reviewed and Updated	C Stubbs / N Simmons
7	16.01.23	Policy accepted	Standards and Improvement Committee

Introduction

We believe that visits beyond the school site provide valuable educational opportunities that enrich and complement the daily classroom curriculum. For many pupils, the visits they go on with their peers will be among their most enduring memories of their learning at primary school.

All educational visits should be enjoyable, stimulating, worthwhile and safe. Some visits will be an integral part of a curriculum topic, providing 'real life experience' to enhance classroom learning. (e.g. a visit to West Stow model village while studying the Anglo-Saxons). Other visits will take place to address a distinct part of the curriculum not easily covered on the school site (e.g. residential visits to undertake outdoor and adventurous activities). Some will involve specific groups (such as sports fixtures).

As recommended by the Local Authority, all our visits are carefully planned in line with the national guidance found at <http://oeapng.info/>.

Roles and Responsibilities

The Headteacher and Governing Body will:

- designate an appropriate senior staff member as EVC (currently a Deputy Headteacher) and ensure that they are appropriately trained and supported
- ensure that up-to-date EV policy and procedures are in place to allow the school to fully meet its duty of care towards staff and children

The Educational Visits Coordinator (EVC) will:

- keep the EV policy up-to-date (in line with 'National Guidance')
- ensure that teachers follow agreed policy and procedures in planning and leading visits (including appropriate risk management)
- support and advise visit leaders as necessary in their planning (including the induction of new staff)
- ensure the visits policy is equitable and inclusive (in line with the Equality Act 2010) and that no child is disadvantaged, including on financial grounds
- keep proper records of visits, including visit forms and risk assessments
- monitor and review school visits on behalf of the Headteacher and Governing Body (and inform them of any concerns or changes that need to be made)
- fulfil any other necessary duties as laid out in 'National Guidance'

Visit Leaders (usually the class teachers) will:

- make themselves aware of and follow the up-to-date EV policy
- plan all educational visits carefully and thoroughly, including conducting appropriate risk assessment (and pre-visits where necessary)
- consult the EVC if there are any issues relating to the visit about which they do not feel confident
- lead the visit in a way that prioritises pupil wellbeing and safety at all times and fulfils their 'duty of care'
- ensure effective supervision of children on visits, including appropriate selection and briefing of other school adults and volunteers
- communicate with parents / carers about the planned visit, including obtaining permission where this is needed.
- monitor parental donations to ensure that the visit remains financially viable
- review the visit after it has taken place and raise any concerns with the EVC

School Administration Staff will:

- organise bookings and payments for visits and associated transport on behalf of the Visit Leader
- receive and bank parental contributions for visits
- conduct appropriate safeguarding checks on volunteers, including taking up references and maintaining the school single central record

Planning Visits

When they first begin to organise a visit, class teachers should consult the Educational Visits Coordinator (EVC). The EVC will offer support in considering the benefits and risks of the proposed visit, along with any staffing, cost and organisational issues that arise. Particular support will be offered to new staff or to those lacking experience of leading visits.

In preparing for a visit, teachers should complete the Educational Visits Checklist (Appendix A) and the Educational Visits Form (Appendix B) which ensures that they consider all the necessary issues and procedures which need to take place. This checklist can be found in the 'Useful Information' document.

The completed checklist (along with the appropriate risk assessment) should be emailed to the EVC at least 1 week before the visit takes place. A copy should also be given to the school office.

Teachers organising visits to new places should make a preliminary visit to the destination wherever possible to assist in risk assessment. Visit venues will also be assessed in consultation with the Local Authority. Where a venue holds a current LotC Quality Badge, this provides particular assurance of its educational value and safety procedures.

Although not legally required for visits taking place during the school day, it is our policy to obtain parental permission where this is reasonably possible. For local area visits (within walking distance), parents are asked to give ongoing general permission and so no further permission is needed. However, parents will still be informed in advance that the visit is taking place, along with any financial contribution that is requested.

Before the visit, sufficient preparation will also need to be done with the children to ensure maximum educational benefit from the experience. This includes giving careful thought to the work (if any) to be completed by children during the visit. Children should also be briefed on any potential risks and the behaviour expected of them.

Supervision

Visit Leaders must ensure that young people are supervised in accordance with the principles of 'effective supervision', requiring them to take account of the:

- nature of the activity (including its duration)
- location and environment in which the activity is to take place
- gender and age (including developmental age) of children being supervised
- ability of the children (including their behavioural, medical, emotional and educational needs)
- competence of the staff

This means that arrangements for supervision, including staff / student ratios, must take into account the nature of a group and the individuals in it. 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 /

student ratios for a particular age group or activity, although helpful 'starting points' are available (see Appendix D). Where they are uncertain, class teachers should discuss appropriate staff / student ratios with the EVC.

The Visit Leader retains a "duty of care" for the group at all times. In delegating supervisory roles to other adults, it is good practice to ensure that:

- the party is divided into smaller and more easily managed sub-groups
- each adult knows which sub-group and which children they are responsible for
- all adults are fully briefed about the visit and what is expected of them
- each child knows which adult is responsible for them
- all children (and supervising adults) are aware of expected standards of behaviour

On many visits, parent helpers and other volunteers will be used to provide appropriate levels of supervision. This can be an excellent way for parents to become more involved in their children's education, but must be appropriately and sensitively managed by the teacher. All volunteers should be appropriately vetted through the school's safeguarding system (in line with our Safeguarding Policy). This may include taking up references or making an enhanced check with the Disclosure and Barring Service (DBS) where this is appropriate.

If a visit leader needs to contact a parent / carer whilst on an educational visit, this will always be done via the school office or a member of the school leadership team. All communication with parents will then be sent out via the school office.

Safety and Risk Management

Health and safety issues are, of course, of paramount importance and will need to be considered at every stage of planning and organising a visit. Appropriate risk assessment and management is essential. It should recognise the school's 'duty of care' to both adults and children and should take a common-sense and proportionate approach. The Visit Leader should complete a risk assessment form (Appendix C), or consult and up-date a pre-existing one, to ensure that any risks have been fully considered and managed.

Basic knowledge of first aid and an adequate first aid box are required for all visits. The extent and nature of first aid provision will depend on the type of visit and the risks identified. It is important for organisers to make appropriate arrangements for pupils with medical needs, including taking inhalers and equipment for children with allergies. Where a child has an epipen or other serious medical protocol, they should always be transported and placed in a group directly supervised by a teacher. All medical needs for children attending the education visit will be recorded on the Educational Visit form.

During a visit, children should be counted at regular intervals. The frequency of 'head counts' will need to be increased at certain points such as in crowded public areas, getting on and off transport, in poor visibility or adverse weather conditions. A head count must take place before departure from any location.

It is also good practice to:

- carry a register of all children and adults involved in the visit at all times
- ensure that children are readily identifiable (e.g. by wearing school uniform)
- avoid identification that could put children at risk (e.g. name badges)
- ensure that the children know what to do if they get separated from the group

On a coach, adults should be seated at the front and rear so as to exercise adequate supervision. Adults must check that all children are wearing seatbelts before departure. If the adult in charge

considers that the driver is driving dangerously, e.g. too fast, he / she has a responsibility to bring this to the driver's attention.

When crossing a road, the adults must liaise so that one adult stands in the road to watch for traffic, whilst the front of the line of children is never left unaccompanied.

Mobile phones are an invaluable means for the group leaders on a visit to keep in touch with each other where there is some distance between groups. Whenever possible, adults should carry a mobile phone, and the teacher in charge should ensure that the phone numbers are circulated.

Particular consideration should be given to safeguarding issues on residential visits. Further guidance can be found in NG 4.2a and 4.3e.

6. Emergency Procedures

In the event of an emergency, the Visit Leader should contact a senior member of school staff immediately and all necessary steps will be put in place. If necessary, the Critical Incident Policy will be deployed.

It is essential that a list of all children and adults on the visit be left at school. For a day visit, the current day's marked register will suffice for the children. The teacher in charge should also have a complete list of the children and adults on the visit and every accompanying adult should have a list of the children whom they are supervising.

If the visit is a residential one, two named members of senior staff at school must have copies of the roll, including parent names and contact numbers. At least one of these emergency contacts must be, by joint arrangement, accessible by telephone at all hours for the duration of the visit.

The teacher in charge on a residential visit should also have a copy of the roll which includes parent names and contact numbers. Parental contact in the event of an emergency should be through the school emergency contact.

Inclusion

We endeavour to ensure that all children are able to participate fully in planned educational visits. Every effort will be made to plan visits which are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender, religion or any of the other protected characteristics (see the Disability Act 2010).

Every reasonable effort will be made to ensure that pupils with special educational needs or disabilities can participate fully in visits and appropriate adaptations will be made, in consultation with the SENCo and the child's parents.

Behaviour

During educational visits, pupils are representing the school and so the same high level of behaviour will be expected of them as on a normal school day. Behaviour expectations and procedures are outlined in our Behaviour Policy.

Where a child's behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders, it may be necessary to exclude them from a particular visit. If a child is excluded on these grounds, we will aim to provide alternative opportunities for them to achieve the same learning outcomes while

remaining on site. This decision will never be taken lightly and only after extensive consultation with the EVC, Headteacher, SENDCo, visit leader and the child's parents.

Finance

Schools may request, but not require, that parents to make voluntary contributions to cover the cost of an educational visit. The following paragraph should be inserted into every letter requesting parental permission for an educational visit:

Unfortunately, the school does not have a fund to subsidise this visit. The 1988 Education Act states that for activities organised during the school day, the school can request a voluntary contribution from parents to cover the costs involved. If insufficient payments are made, the school may have to cancel the visit. Any contributions already received will then be refunded.

The identified cost of the visit should include travel, entry fees and, where appropriate, accommodation and supply costs for extra staff needed on residential visits. In budgeting for pupil contributions, account must be taken of pupils likely to be absent and adult insurance. Money collected should be sent to the school administrator who will record contributions.

Schools may charge for educational visits that take place beyond school hours and outside the requirements of the National Curriculum. These include evening theatre visits and residential trips. However, we would not wish any child to be excluded from these opportunities on financial grounds and the EVC will liaise with any parents who wish their child to go on a trip but cannot afford it. In these circumstances, an agreement will be made as to the contribution that the parent will make and the amount that will be met (where possible) from school funds.

Insurance

Insurance is provided through the Local Authority scheme for all visits.

The responsibility for the insurance of private vehicles belonging to governors, employees and voluntary helpers (including parents) rests with the owner or driver concerned. For any employee planning to use his or her car, the policy must permit 'business use' by the driver concerned. For non-employees, there is no similar 'business use' requirement because 'social, domestic and pleasure' usually suffices. However, the driver should seek clarification from his / her insurance company.

Where volunteer drivers are used to transport children on visits, appropriate safety, supervision and safeguarding issues will need to be taken into account, in consultation with the EVC. Appendix E contains a protocol to give to volunteer drivers, along with a self-declaration form for them to complete prior to the visit.

Conclusion

Well-organised educational visits offer children a wide-range of benefits and learning opportunities. These include opportunities to develop personally and socially, to exercise personal responsibility and sensibly manage risks, and to broaden their understanding and appreciation of the world they live in. By following our visits policy and procedures, we aim to ensure that these opportunities are offered to all children in safe and enjoyable contexts.

January 2023

Appendix A: Educational Visits Checklist

Please ensure you follow the 'Educational Visits' checklist when booking any educational visits. If possible, all educational visits for the forthcoming year should be booked and in the school diary by the end of September.

Before booking...	
1.	Please check the date of your visit against the school calendar. Please discuss this with office staff (+ CS / NS).
2.	Please contact Queen Edith – Carole Watkinson Queen Emma – Katherine Garrod re. coach costings / coach bookings.
3.	If you would like to use school staff to accompany you on your trip please discuss with DHT's (CC / HB) so you can consider together whether you will need to arrange alternative cover for playground duties, lunchtime duties or First Aid duties. Please don't assume that you can take every member of staff that works in your class.
4.	Think about how many volunteers you will need on the day of the trip. You may need to supplement school adults with additional volunteers. Ensure the office staff have plenty of time to carry out any DBS checks if necessary.
On booking / confirming trip...	
5.	When the educational visit date, coach has been finalised and you know you have enough adults to support your visit, please complete Section 1 and 3 of the Educational Visit form.
6.	Please note: Before completing Section 3 of the Educational Visit Form, please discuss any lunchtime arrangements with the kitchen staff e.g. if you require packed lunches for your trip.
7.	School Office completes Section 2 of Educational Visit form and emails Teacher / Organiser and Educational Visits Leader once completed.
8.	Save Educational Visit form in correct year group folder with file name including destination, month and year (e.g. Grafham June 2021). Queen Edith: K:\Public Section\Admin\Educational Visits Queen Emma: L:\SHARED AREA\Educational Visits
9.	Email School Office + DHT's so confirmed date of visit can go into school, SJ and DHT's diary.
At least 1 week before the visit...	
1.	At least 1 week before the visit, complete the Educational Visit Risk Assessment Form and save in correct year group folder on the server.
2.	Email copy of completed Educational Visit and Risk Assessment form to School Office at least 1 week before visit takes place. Please let the Educational Visits Leader know that your paperwork is complete and saved in the correct year group folder on the server.
3.	Check that all previous arrangements e.g. availability of adult helpers are still possible.
4.	It is ESSENTIAL that all trip organisation (paperwork, adult helpers and necessary DBS checks, cover in school, dinner numbers etc) is finalised at least 1 week prior to the trip taking place.
At least 1 week before the visit...	
1.	Have breaktime, lunchtime or First Aid duties been covered?
2.	Have I the correct ratio of staff to children?
3.	Has all the necessary paperwork been completed, emailed to the necessary people and saved in the correct place on the server?

Appendix B
Queens' Federation Educational Visits Form

To be completed by Visit Leader and emailed to EVC and School Office **at least one week before** the visit.

Section 1: to be completed by Visit Leader at the time of booking the visit

Destination			
Address			
Telephone Number			
Purpose of Visit			
Date of Visit			
Visit Leader			
Class / Classes			
Number of Children			
Number of School Adults		Number of parent helpers/volunteers	
Means of Transport			

Section 2: to be completed by Visits Administrator at the time of booking transport

Coach Booked?	
Coach Company	
Telephone number	
Cost of coach	

Section 3: to be completed by Visit Leader at the time of booking the visit

Total Cost of Visit			
Cost per Child?			
Number of PP children attending?			
Notification sent to Parents?			
Consent Letter sent to Parents?			
Departure Time			
Return Time			
For return time after 3.30pm, name of school adult remaining near phone			
Names of School Adults attending			
Names of Volunteers / Parent Helpers attending			
Emergency Contact Name / Number			
Children with Medical Problems and Action Required			
Have all adults had a safeguarding check? (Check with school office)	Y / N	First aid supplies being taken?	Y / N
Packed lunch needed?	Y / N	Kitchen Staff informed of visit?	Y / N
School organisational issues e.g. duties covered?	Y / N		
Spending money permitted?	Y / N	How much spending money?	Y / N
Visit Leader have up-to-date list of all children and adults on trip?	Y / N	List of all children and adults on trip left in school office?	Y / N
Each adult has a list of children for whom they have responsibility?	Y / N	Adult helpers briefed about the visit?	Y / N

Appendix C
Managing Risk Assessment

Visit:

Class:

Date:

Possible Problems / Issues	Risk	Control Measures <i>-reasonable and practical steps to avoid or reduce problems / issues</i>	Decision / Comments / Actions
Travel arrangements			
Site / Environment			
Children / Groups			
Adults / Activity Arrangements			

Notes / Post Visit Evaluation

Completed by:

Date:

Appendix D Supervision Ration ‘Starting Points’

These recommendations are designed to assist the school to decide upon the appropriate level. Headteachers will need to satisfy themselves that a lower adult: pupil ratio is acceptable as, in the event of an accident, divergence from the recommendations may need to be justified.

Day and Overnight Visits – Recommendations					
Staffing ratios should be determined through the process of risk assessment for each particular group of children accessing the educational visit. The following is guidance only for Year 1 to 6.					
PUPIL AGE	2 year olds	3 / 4 year olds	Reception	Years 1 and 2	Years 3 to 6
ADULT: PUPIL RATIOS	1:1-3	1:2-4	1:3-5	1:6	1:8/10-15
For EYFS: One member of accompanying staff must hold up-to-date paediatric first aid training.					

The number of adults should be determined by applying the relevant ratio and rounding up to the nearest whole number of adults.

MIXED SEX GROUPS OF PUPILS SHOULD NORMALLY HAVE AT LEAST ONE MALE AND ONE FEMALE ADULT – where possible. If this is not the case, there should be a sound plan in place to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support. Obvious exceptions may be groups of very young children or special needs pupils with all female staff.

Each group must be led by a qualified teacher or LA employee approved by the headteacher, in the ratio of one such leader for approximately every 30 pupils.

In normal circumstances at least 50% of the above recommended adult numbers should be employees (e.g. teachers or learning support assistants) approved by the headteacher. The balance of adult numbers will normally be volunteers (parents, governors) approved by the headteacher.

The higher adult to pupil ratios are recommended for younger pupils in the age range and in circumstances of above average hazard.

For children under five years of age, it is recommended that, due to the especially high levels of adult supervision required, there should be at least one teacher or approved LA employee for every 20 pupils, supported by a balance of approved adult helpers.

Nursery Classes - 1 adult: 2 - 3 children

For under 5s the ratio of 1 adult to 2 children should be adopted in hazardous situations e.g. visits to water, busy shopping and traffic areas. A ratio of 1:3 should be acceptable in normal situations.

Reception Classes (or Year 1 pupils in mixed age classes) - 1 adult: 3 - 5 children. Specifying an appropriate ratio for reception classes is particularly difficult. However, the higher ratios of adults to pupils should be used for activities which:

- involve younger children or those who are less sensitive to danger
- involve exposure to greater hazards (e.g. adjacent to water or near traffic)
- involve fewer trained adults (i.e. depend on volunteer helpers with limited experience)

Cambridgeshire LA guidance, based on *Health and Safety of Pupils on Educational Visits (HASPEV)*, DfES, 1998

Appendix E: Protocol for Parents / Carers providing Transport to School-Arranged Events

1. Parents may transport their own children under their own liabilities and responsibilities.
2. In all cases, the duty to ensure compliance with the regulations rests with the driver.
3. Drivers of children will sign a form beforehand stating that they have a valid driving licence, relevant insurance, an up-to-date MOT certificate. School staff may ask drivers to provide these as evidence on occasion.
4. Drivers should have a school safeguarding check if transport and supervision is provided for children other than their own (unless a school adult accompanies them).
5. No child should be transported by volunteers without the written permission of the parent / carer.
6. Journeys should be logged and an approximate time of arrival noted by the member of staff in charge of the activity.
7. The trip organiser should provide an emergency contact number to the driver and also take the mobile contact details of the driver wherever possible.
8. Once at the venue, children should be formally transferred to the supervision of the teacher or adult in charge.
9. For the return journey, children will be returned to school, to be collected by the parent. If parents wish the driver to return the child home, the parents must give permission and the situation discussed beforehand with the EV Coordinator.
10. Children up to a height of 135cm (4ft 5in) must use an appropriate child restraint (booster seat / cushion) when travelling in cars fitted with seat belts.

January 2023

Lead School Adult: _____

Emergency Contact: _____

Appendix E: Driver Declaration

Name: _____

Parent of: _____

Contact number: _____

I confirm that I have:

_____ a valid UK driving licence

_____ valid insurance and road tax

_____ a valid MOT

_____ a safeguarding check from the school office
(if transporting children without a school adult)

_____ read and understand the school transport protocol (overleaf)

Signed: _____

Date: _____

