

Samuel Pepys School



Educational Visits Policy

Links with Legislation:

Status: Non-statutory	Drafted by:	Date approved: May 2016	By: Gov sub committee
To be reviewed by (Date):	To be reviewed by (SLT/Gov):	Date shared with staff: May 2016	To publish on web: Y
Adopted as an EPM model: N			

Introduction

Providing a variety of 'real-life' opportunities for our pupils enables them to achieve a fuller understanding of the world around them through direct experience and to develop skills that can be transferred to a variety of settings. This policy sets out how Samuel Pepys School will manage this aspect of learning, including health and safety requirements so that pupils can safely discover the world beyond their classrooms and settings.

At Samuel Pepys school we believe pupils should be given the opportunities to participate in educational visits or off-site activities as part of their curriculum to enable them to develop skills in independent travel, community access and life skills. These activities and opportunities are integral to rounded educational experiences that excite, challenge, motivate and stimulate learners.

We may offer our pupils a residential experience, which might sometimes include an adventurous activity as part of their educational experience and personal development where safety requirements can be met and it is appropriate to the individual pupil. However these activities will vary in length, destination and content depending on the pupil's individual needs. Visits will only take place if it is safe and appropriate to do so, if it is financially viable, we can adequately fund and staff the visit and that by the visit going ahead it is not prejudicial to those remaining in school.

What are Educational Visits?

Learning Outside of the Classroom (LOtC): Activity that takes place on the school site, and sometimes further afield. Some of this work will be covered by Educational Visits.

Educational Visits: All visits with a group of pupils that leave a school site, to journey to another location, either during the school day, or for extended periods beyond the school day. This usually does not include work experience or activity in schools on split sites. The activity is planned and organised by the school.

Off-site Activities: Activities that occur away from Samuel Pepys School.

Adventure Activities: Activities that take place in challenging environments that can present technical or environmental complexity in the organisation or delivery of the activity. Many adventure activities have well established National Governing Bodies that train, assess and validate the competency of staff to lead in the activity.

Rationale

This policy applies to any of the following activities when undertaken by pupils under the supervision or control of Samuel Pepys School staff:

- Off-site activities, visits or excursions;

- Activities that fall within the remit of Learning outside the Classroom; and
- Adventure activities.

This policy applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

The following guidelines support the planning and implementation of educational visits organised at Samuel Pepys School.

Governing Body

The Governing Body plays a key role in providing oversight of all activities undertaken by the school. They should satisfy themselves that the school has suitable policies and procedures in place to adequately manage and monitor all activities falling within the scope of this policy. The results of monitoring should be discussed at governing body meetings. They must ensure that a residential visit is accessible to all pupils within that class or key stage and if not, that there are clear, reasonable and acceptable reasons why, and these have been discussed and agreed with SLT and the family.

Head Teacher

The Head Teacher and Educational Visits Co-ordinator will endeavour to ensure that:

- For each visit a group leader is appointed and they seek approval from the Headteacher (and where appropriate the Governing Body if residential). For residentials this will require a formal proposal
- They have appointed a suitable group leader and have telephone contact details for that person whilst the trip is taking place;
- Online approval has been given via the EVOLVE website (EVC is available to help complete) if it is a Residential visit or one that extends outside the school day.
- All necessary actions have been completed before the visit begins. (This applies even when the head or EVC is not going on the visit);
- The risk benefit assessment is complete and that it is safe to make the visit;
- Staff training needs have been met (e.g. Team Teach, First Aid, Moving and Handling etc);
- The group leader has experience in supervising and controlling the age and individual needs of the group going on the visit and will organise the group effectively;
- The group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- All adults on the visit are appropriate people to supervise pupils and have appropriate DBS clearance;
- Parents have signed consent forms;
- Arrangements have been made for all the medical needs and individual needs of all the pupils;
- The mode of travel is appropriate;
- Travel times out and back are known;

- There is adequate and relevant insurance cover in line with Cambs County Council guidance;
- They have the address and phone number of the venue and have a contact name;
- That they have the names of all the adults and pupils in the travelling group on an Out Form that is left in the staffroom. Also for residentials and any visit extending beyond the school day the contact details of parents and the staff's and volunteers' next of kin are held in the office and with the group leader;
- Ensure the EVC shares the Cambs CC critical Incident plan with the Group Leader;

Group Leader

The named group leader is responsible overall for the supervision and conduct of the visit, and will be acknowledged as such by the Head Teacher.

The Group Leader should:

- When leading a residential the group leader will provide the Head Teacher and Governing Body with a proposal. This will include: destination, cost, transport, pupils participating, staffing, individual needs of the group including specialist equipment required, medical needs, accommodation, planned activities and meal arrangements.
- When leading a Residential the leader must be provided with a copy of the Samuel Pepys Residential Visit Checklist by the EVC and complete it (see back of this document);
- appoint a deputy;
- be able to control and lead pupils of the relevant age range and individual needs;
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment or adhere to the risk assessment already completed for the activity;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that where appropriate pupils understand their responsibilities (see responsibilities of pupils below).

Other teachers and adults involved in a visit

All adults on school-led visits act as employees of the LA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

All adults on the visit must:

- do their best to ensure the health and safety of everyone in the group by being aware of any behaviour or medical plans of the individual pupils;
- care for each individual pupil as any reasonable parent would;

- follow the instructions of the leader and help with control and discipline
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

Responsibilities of Pupils

The group leader should make it clear to pupils using appropriate communication:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave appropriately;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- should not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The group leader should also tell parents how they can help prepare their pupil for the visit by, for example, reinforcing the expected code of conduct.

Special arrangements may be necessary for parents for whom English is a second language;

Parents must:

- provide the group leader with emergency contact number(s);
- sign the consent form;
- give the group leader relevant information about their pupil's health which might be relevant to the visit.
- Provide any equipment or medication required

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. Pre-approval must be sought from the Head, EVC or Governors as appropriate prior to sharing any information with the pupils or their families.

The Head Teacher or EVC is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Head Teacher or EVC must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

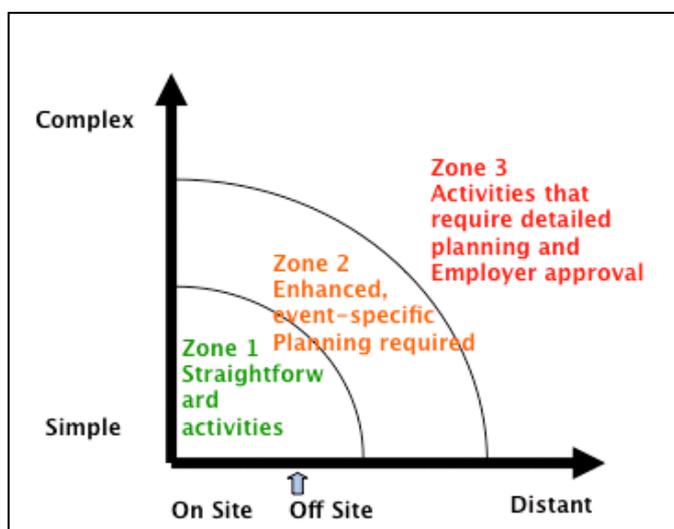
The organiser / group leader must agree all plans with the Head Teacher.

At Samuel Pepys we employ a Zonal approach to Risk Assessment. This system was created with Stephen Brown, Outdoor Education Advisor for Cambs CC. Visits are graded as Zone 1, 2 or 3 (see diagram below).

Zone 1 - These activities are regular, not usually complex, and take place close to school. These include local walks, trips to the local supermarket or shops. All these activities will be covered by the Class Risk Assessment that is created at the start of each school year by the class teacher and updated throughout the year should the need arise.

Zone 2 - All visits and activities approved by EVC at school level. These visits will involve specific planning and will have a Risk Benefit Assessment in place. Examples are swimming, education at a local college, Post 16 driving, horse riding

Zone 3 - Activities in this area are complex activities to plan and deliver and involve distance away from base. This zone includes all Residential, Adventure and Abroad visits and would require logging on Evolve and permission from Governors.



Risk Assessment

A risk assessment should always be carried out before setting off on a Zone 2 or 3 visit, using Samuel Pepys' Risk Benefit Assessment Form. This must be completed at least 24 hours before the trip (in the case of residentials 2 weeks prior), signed by the Head, Deputy, or Assistant Head. Three weeks notice is required if the visit will be over lunchtime. The risk assessment will decide the adult: pupil ratio for each visit. (See Guidance under 'Supervision'). 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 risks to an acceptable level?
- what steps will be taken in an emergency?
- what is the ratio of adults to pupils for this visit?
- What are the specific risks to individual pupils and how will these be managed?

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

The group 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;
- pupils with individual or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

Exploratory visit

Wherever possible the group 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 pupils in the group;
- ensure that the group leader is familiar with the area before taking a party of pupils.

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, views from other staff members who have visited the site or local schools who have recently visited the venue should be sought.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad there should be at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times.

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 group;
- individual needs of pupils;
- capacity to meet the medical needs of individual pupils
- nature of activities;
- experience of adults in off site supervision;
- duration and nature of the journey;

- type of any accommodation;
- behaviour of the pupils both prior to departure and during the visit;
- combination of pupils on the trip;
- 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 areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

It must also be recognised that some of our pupils may require 2:1 staffing and this must be considered as part of the planning and Risk Assessment process. The staff must be familiar to the pupils.

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

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Volunteers with a DBS or Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision. The Group leader retains responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil and that all adults are aware of the Samuel Pepys Safe Guarding + Child Protection Policy and the KCSIE.

If the school is leading an adventure activity, such as canoeing, the school or Governing Body must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should have the mobile phone numbers of all adults on the trip and have an agreed rendezvous point (usually the Minibus) where appropriate..

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should be briefed using an appropriate and accessible means of communication prior to and during the visit, preferably with photos so they can have the best chance of preparing for a new environment.

Participation

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

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

Transport

If using a School Minibus the driver must be familiar with the School Minibus policy. If the journey is to be over 40 minutes in length from Samuel Pepys School a second driver should be available as part of the staff team. On a journey that will take longer than 2 hours ROSPA recommends a break to be taken and this should be factored into the journey planning.

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport;
- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never kneel or stand on seats or otherwise impede the driver's vision
- if you have to cross roads to get to the transport always use the Green Cross Code

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 prudent parent would. The following information on matters that might affect pupils health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel;
- details of accommodation with security and supervisory arrangements on site;
- names of leader, or other staff and of other accompanying adults;
- visit's objectives;
- details of the activities planned and of how the assessed risks will be managed;
- insurance is taken out to comply with County Guidance.
- clothing and equipment to be taken;
- money to be taken;
- Emergency contact details;
- the information to be given by parents and what they will be asked to consent to.

Parental consent

Samuel Pepys School will seek consent for:

- educational visits outside the immediate locality;
- adventure activities;
- visits abroad;
- other residential visits.

If parents withhold consent absolutely the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Head Teacher will need to consider whether the pupil may be taken on the visit or not. The School's parental consent form should be completed for each pupil in the group. Consent for trips within the locality are included on the General Information Form completed by parents periodically during the time of their child in school.

Residential visits

Outdoor Centres, Hostels, Self Catering Accommodation and Hotels

The school will bear in mind the following:

- the immediate accommodation area should be exclusively for the use of the group;
- separate male and female sleeping areas for pupils;
- Access requirements- hoists, beds, ramps, showers;
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel;
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- ensure that locks / shutters etc. work on all the rooms used by the group;
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables, medicine etc;
- adequate lighting – it is advisable to bring a torch;
- safety in rooms (electrical connections, secure balconies);
- recreational accommodation / facilities for the group.

Coastal visits

Group leaders and other Adults should be aware that many of the incidents affecting school pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. At Samuel Pepys, the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- 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 the 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 a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
- cliff tops can be highly dangerous and should be avoided as well as the area directly below.

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, will **not** be allowed for Samuel Pepys pupils. Paddling to knee depth will only be allowed as part of a supervised activity, only in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One adult should always stay out of the water for better surveillance.

Where paddling is to be allowed on a visit, a ratio of 1 adult:2 pupils is a minimum and will most likely be 1:1. All staff and pupils will take a change of clothes.

Farm visits

Samuel Pepys recognises that farms can be dangerous even for the people who work on them. Taking pupils to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basis rules for a farm visit will be:

We will never let pupils:

- eat until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- ride on tractors or other machines unaccompanied;
- play in the farm area.

Group leaders also need to be aware of the following Policies prior to a visit:

Safe Guarding + Child Protection Policy

KCSIE

Behaviour Policy

Cambs CC Critical Incident Policy

Minibus Policy

Signed _____
Chair of governors

Headteacher

May 2016

Review annually unless significant changes.

