

# Educational Visits Policy



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Approved by Governors	Spring Term 2021
Reviewed	Spring Term 2022

## Rationale

Pupils can derive a good deal of educational benefit from taking part in visits with the school. In particular they have the opportunity to undergo experiences not available in the classroom. Visits help develop a pupil's investigative skills and longer visits in particular encourage greater independence. These visits support the curriculum and also provide opportunities to generalise skills taught in class.

This guide is designed to help ensure that the pupils and staff stay safe and healthy on school visits. It is a supplement to Haringey's 'Educational Visits and Journeys – Guidance for Schools'. Available at:

[https://www.haringey.gov.uk/sites/haringeygovuk/files/educational\\_visits\\_guidance.pdf](https://www.haringey.gov.uk/sites/haringeygovuk/files/educational_visits_guidance.pdf)

This policy is written to help staff complete the process so that hazards can be identified and risks minimised. It is important to identify which of the following visits/activities it is and ensure the appropriate planning and preparation is undertaken.

**Category 1.** Off-site educational visit led by the school

**Category 2.** Off-site educational visit where an external provider and facilities are used

**Category 3.** Off-site educational residential visit

**If procedures are not followed then the visit will not be authorised and will not be allowed to take place.** Failure to follow procedures could also lead to disciplinary procedures.

The two Phase Leaders are the Educational Visit Co-ordinators for the School.

## Purposes

These visits aim to:

- Support and reinforce all areas of the curriculum and enhance and enrich all of the Brook Schemes of Work
- Develop independence skills e.g. road safety, shopping skills, money handling, public transport usage
- Encourage independence in the community e.g. use of local facilities such as Tottenham Leisure Centre, Bruce Castle, Local shops, post offices, supermarkets
- Generalise skills in different contexts
- Generalise appropriate behaviour learned in school
- Widen our pupils' experience of the world about them
- Promote inclusion by inviting mainstream peers to participate whenever possible
- Attend specific events related to school projects: Creative Arts; food bank; visiting the elderly in residential care homes etc

## Planning and Preparation

This is crucial to safety and educational effectiveness. On the few occasions when things do go wrong the cause can almost always be traced back, to at least some extent, to faults in planning.

**It is essential that formal planning takes place before setting off on ANY visit.**

This involves considering the dangers and difficulties that may arise and making plans to reduce them.

The **Headteacher – whose agreement must be obtained** and who is **responsible** for planning visits – **will often delegate the detailed planning to the organiser of the visit** or the **group leader**.

Off-site educational visits led by the school or when an external provider and facilities are used, require approval by the Headteacher. Visit organisers must use EVOLVE in order to prepare the appropriate paperwork for such visits and to seek confirmation and ratification from both the Headteacher and the Local Authority. At least a half term's notice is required for Governors, headteacher and LA to give their approval.

**The LA must be notified** of all residential off-site educational visits **at least two working weeks before the departure date** using the EVOLVE electronic system. This will be completed by the School EVC. At present this is only applicable if the visit is a residential, or it involves a dangerous activity, thereby triggering an OS3 and OS4 Form.

The aims of all visits should be clearly established from the outset –

- Why are we doing this?
- What will it achieve?
- Who will benefit from it?
- Will it be worth doing – do the expected outcomes justify the means?

The Trip organiser should discuss the outlines of proposed trips with one or more colleagues and with the Phase leader or a member of the Senior Management Team. This will enable ideas to be shared and supplemented. It will also provide advice and reassurance for the Trip organiser, especially if this is the first such trip they have organised.

## Risk Assessment

The language of risk assessment requires an understanding and use of essential definitions:

**“Hazard”** means anything that can cause harm.

**“Risk”** is the possibility that someone will be harmed by the hazard.

**“Control”** is how to manage the risk and/or hazard.

**Risk assessments are carried out by the Visit leader.** Assessments should be completed well before the visit and **should be discussed with the ECVs and then signed-off by the Headteacher or a delegated SLT member.**

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils and staff must not be placed in situations which expose them to an unacceptable level of risk.

**Safety must always be the prime consideration. NB. If the risks cannot be contained then the visit must not take place. It is a legal requirement to carry out a risk assessment and to mitigate risks wherever possible.**

The risk assessment should be based on the following considerations and requirements:

1. Identify potential significant hazards. A hazard is anything which has the potential to cause harm e.g. crossing busy roads, slippery rocks, long exposure to strong sunlight
2. Identify the people who are at risk e.g. all pupils, staff, volunteers, students
3. Record the existing measures which control the risks e.g. staff have completed an exploratory visit, buoyancy aids provided. The existing measures may be contained in a policy document or guidance provided by an expert body in which case it is acceptable to refer to the policy or section of the guidance document
4. Decide how to control the hazards that are not sufficiently controlled under 3. list the hazards and the additional control measures e.g. long exposure to sunlight – group members to wear long sleeved shirts and sunhats, sun barrier cream to be used on all exposed skin
5. Ensure that you continually monitor the hazards during the visit

At the Brook School the Visit Risk Assessment proforma must be completed in detail and **must be signed off by the ECVs, the Headteacher or SLT members before the visit may take place.** The Visit Leader must share copies of this proforma to all staff accompanying the visit and must ensure that they have read and understood the risk assessment.

### **Pre-Visit**

A pre-visit to an area must be made by the Visit Leader who is to lead a group on a visit (including residentials) to the location even if the location is familiar to them.

### **The Visit Lead must:**

- Ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit.
- Ascertain if it has a quality marks which might suggest the venue is appropriate
- Obtain advice from the manager regarding evacuation policy/first aid, etc.
- Assess potential areas and levels of risk and have a copy if parents wish to scrutinise this.
- Ensure that the venue can cater for the needs of the staff and pupils in the group

- Ensure they are fully aware of the levels of need of our pupils.
- Become familiar with the area before taking a group of pupils there.

**If using a provider, research them appropriately:**

- Do the values and ethos of the provider match the school's expectations?
- Is there a clear understanding about the responsibility for supervision at all times during the visit?
- What are the respective roles of provider staff and the Brook staff?
- What provision will be made for pupils' special needs?
- How flexible is the programme to meet changing circumstances?

**THE VISIT LEAD HAS A DUTY OF CARE TO ENSURE THAT ANY PROVIDER YOU USE MEETS ACCEPTABLE STANDARDS.**

When using external providers and facilities ensure you have read National Guidance from OEAP (the Outdoor Education Advisers' Panel)

**First Aid**

**First Aid should form part of the risk assessment.** Before undertaking any off-site activities, the Visit Leader should assess what level of first aid might be needed. On any kind of visit there must be one member of school staff or place of visits staff with an up to date first aid qualification with the group or if within walking distance from school a member of on-site school staff must be designated.

**For residential visits at least one of the group's staff to be a fully-trained first- aider.** The person given designated responsibility for administering any regular medication will hold a copy of **medication details** for all pupils involved with the visit.

All adults in the group should know how to contact the emergency services. The **minimum** first aid provision for a visit is:

- A suitably stocked first aid box or pack. ( this will depend on the needs of the individual group and a school first aider should be consulted for advice)
- A person appointed to be in charge of first aid arrangements.

Other considerations when considering first aid should include:

- The number in the group and the nature of the activity.
- The likely injuries and how effective first aid would be.
- The distance of the nearest hospital.
- First aid should be available and accessible at all times.

**Ratios**

It is important to have a high enough ratio of adults to pupils for any visit. The factors to take into consideration include:

- Sex, age and ability of the group.

- Pupils with special educational or medical needs.
- Nature of activities.
- Experience of adults in off-site supervision.
- Duration and nature of the journey.
- Type of any accommodation.
- Competence of staff, both general and on specific activities.
- Requirements of the organisation/location to be visited.
- Competence and behaviour of the students.
- First aid cover.

Due to the complex special needs of the Brook pupils, it is vital that the Visit Leader liaises with the pupils' class staff and finds out potential risks when going off-site in order to appropriately staff the visit.

### **Residential Visits**

Other issues for the Visit Leader to consider include the following:

The leader should obtain a floor plan of the rooms reserved for the group's use in advance. The following information also needs to be established from the site organisers – it is not appropriate to make assumptions that these procedures are in place.

1. There must be separate male and female sleeping/bathroom facilities for pupils and adults.
2. The immediate accommodation area should be exclusively for the group's use.
3. Ensure there is appropriate and safe heating and ventilation.
4. Ensure the whole group are aware of the lay-out of the accommodation, its fire precautions/exits, its regulations and routine, and that everyone can identify key personnel.
5. Security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors.
6. The manager of the accommodation should be asked for assurances that all staff, including temporary workers, have been checked as suitable for work with children.
7. Locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times.
8. There should be drying facilities.
9. There should be adequate space for storing clothes, luggage, equipment, etc., and for the safe keeping of valuables.
10. Adequate lighting – it is advisable to bring a torch.
11. There should be provision for pupils with special needs and those who fall sick.
12. Balconies should be stable, windows secure and electrical connections safe.
13. The fire alarm must be audible throughout the accommodation.
14. There should be recreational accommodation/facilities for the group.
15. The residential place should be able to meet any particular cultural or religious needs of the group.
16. There should be an appropriate number of group supervisors on standby during the night.

## Farm Visits

Farms can be dangerous even for the people who work on them. Taking students to a farm should be carefully planned. 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.

Check that the farm 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. Always undertake a pre-visit.

There are some basic safety rules. **Never let pupils:**

- Place their faces against the animals or put their hands in their own mouths after feeding the animals.
- Eat until they have washed their hands.
- Sample any foodstuffs specifically designated for animals such as grain, oats, bread.
- Drink from farm taps (other than in designated public facilities).
- Ride on tractors or other machines.
- Play in the farm area.

Further advice is contained in the Local Authority's Guidance for Educational Visits as highlighted above.

## Clothing

Specific clothing will be determined by:

- Weather.
- The nature of the activity.
- Where and when the activity takes place.

When using providers, it is important to know what clothing/equipment is required and that it is suitable.

## Communicating with Parents

Parents should be informed in writing of any off-site activity unless it is a regular part of the school curriculum which parents have already been informed about.

Before residential visits parents should be encouraged to attend a briefing meeting where written details of the proposed visit should be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English. **This is a legal requirement.** Parents need to be aware that the teachers and other staff on the visit will have a 'duty of care'.

The following information on matters that might affect pupil health and safety should be imparted to parents:

- Dates of the visit.
- Visit objectives.
- Times of departure and return – parents must have agreed to meet their child on return.
- The location where the pupils will be collected and returned.
- Mode(s) of travel including the name of any travel company.
- The size of the group and the level of supervision at all times
- Details of accommodation with security and supervisory arrangements on site.
- Details of provision for educational or medical needs.
- Procedures for pupils who become ill.
- Names of leader, of other staff and of other accompanying adults.
- Details of the activities planned and of how the assessed risks will be managed.
- Standards of behaviour expected and general group discipline, including prohibited items
- Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover.
- Clothing and equipment to be taken.

**Parents will need to sign a consent form for the visit. Also Medical Consent forms part of the parental consent form.** Parents are asked to agree to their child receiving emergency treatment, including the administration of a general anaesthetic and to surgical operations in the case of an emergency (in accordance with the recommendation of a qualified medical practitioner). The Visit leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.

If parents do not agree to signing the medical consent form, the Headteacher may decide to withdraw the child from the visit – given the additional responsibility this would entail for the Visit leader. **If there is no general consent form signed, then the child cannot attend the trip.**

### **Contact with Parents during a Residential Visit**

The Visit Lead should ensure that parents can contact their child via the school contact and the group leader in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. Parents should therefore:

- Know the destination details.
- Be aware of the emergency contact arrangements at home and at all the venues that the group will visit.
- Provide contact numbers for day and night use in an emergency.
- Group leaders should arrange for parents to be told by the school of the group's safe arrival using SMS Service.



## **Use of Mobile Telephones**

Pupils will not be permitted to take their mobile phones on visits, including residential visits.

## **Scope of Educational Visits**

Visits should be arranged that will support and enhance the planned curriculum. This may also be used as either a spring board to learning or as a summing up of learning. As an open-minded special school, we will likely include visits to all places of worship. These visits will both underpin the differing values and beliefs of other cultures and faiths and allow the students opportunities to explore different cultures and beliefs.

## **Procedure on the Day of a Planned Visit**

On the day of a planned visit, staff must review their risk assessment. If there are minor changes (ie. one change of personnel) which has no impact on the risks then they give the amended risk assessment to the Headteacher or designated Senior Management Team member for ratification. All staff accompanying these visit must read the risk assessment prior to departure. If there are major changes then the trip cannot take place without discussion and modification of the risk assessment with the Headteacher. A copy of the Educational Visit Form is given to reception when the group leaves the premises so that the office know who is offsite if there is a fire alarm or evacuation or if it is necessary to make contact with the group unexpectedly. A copy of the risk assessment must be held by the Visit Leader whilst offsite.

## **Summary of Guidelines**

### **General**

1. Parents' consent must be obtained for regular and routine visits that take place within the school timetable.
2. Specific consent must be sought from parents if the visit is not supervised by a teacher
3. Specific consent must be sought from parents for transporting pupils in vehicles belonging to teachers or support staff
4. Teachers or support staff using their own cars must have suitable insurance which allows the transportation of pupils
5. Remote supervision – some pupils may practise independence skills e.g. travel training, shopping with reduced supervision. A risk assessment should determine how closely the pupil needs to be supervised. Parental consent must be obtained if this is to take place
6. Each class's plans for educational visits will be reviewed by a member of the Senior Management Team to assess whether they are relevant to the schemes of work.
7. All drivers of the school minibus should do a quick visual safety check of the vehicle . All faults should be reported to KellyAnn Dennis or a member of the Admin team.
8. Volunteers can sometimes enable a visit to go ahead which could not otherwise be adequately supervised. Volunteers should never be left in sole charge of pupils. DBS

checks for volunteers are essential if volunteers are helping with groups of pupils on residential journeys

**Teachers must:**

- 1 Carry out an exploratory visit to the area or venue, or gather adequate information in other ways, including how long the journey will take there and back.
- 2 Risk assessments for all proposed regular trips must be completed at the beginning of each term and updated regularly. **These forms can be found in the Brook – Day to day essential information folder on the Brook staff drive.**
- 3 Risk assessments should consider the health, safety and welfare of all party members and include reference to behaviour support plans when appropriate
- 4 Plan and follow up the visit in a way that is meaningful to the pupils
- 5 Ensure that there are enough adults to ensure the pupils safety and that all party members are clear about the purpose of the visit
- 6 Carry out on going risk assessments i.e. discussions between group members and judgements made by staff during a visit to take account of changes in plans or circumstances
- 7 If applicable, ensure that at least one member of staff has been trained in medical procedures e.g. administration of rectal diazepam, tube feeding. All medicines taken out should be signed for (class administration of medicine book) and returned and signed at end of visit.
- 8 Inform the ECVs or a member of the Senior Management Team immediately if there are any concerns about the trip which might affect future visits.
- 9 Ensure that all pupils are secured by appropriate means i.e. seat belts, car seats, clamps and belts for wheelchairs
- 10 Alert the Head's PA at the beginning of each week what visits are planned so that this can be correlated and distributed to all staff
- 11 Fill in an Educational Visits Form specifying names of pupils and staff; destination; time out and estimated time of return; purpose of visit; mode of transport and place. This form is available on the Brook U drive. This form is handed in upon leaving the premises.
- 12 Take a mobile phone with them and check that it is fully charged
- 13 Take all pupil details, including parent/carer phone numbers.
- 14 Take with them written procedures in event of a serious incident or accident

For all day visits the teacher should, at least two weeks in advance:

- 1 Inform the administrative assistant to cancel lunches and order packed lunches
- 2 Inform the parents/carers (for their permission, voluntary contributions, suitable clothes etc)
- 3 Inform the nurse to prepare any necessary medications
- 4 Liaise with KellyAnn Dennis, Senior Admin and the relevant class re: all day use of mini bus if this is liable to impact on another weekly timetabled slot.

**Emergency Plan**

The Brook: Tel no. 0208 808 7120

Headteacher: 07590574801

### Immediate Action

- 1 Establish the nature and extent of the emergency
- 2 Account for the entire party and protect them from immediate danger Call emergency services and render first aid
- 3 Phone school, the person in charge will make the organisational decisions

<b>At the incident</b>	<b>Actions the school will take</b>
<ul style="list-style-type: none"> <li>• Call 999 and give details of the incident including:               <ul style="list-style-type: none"> <li>○ Time of incident</li> <li>○ Numbers, names and details of injured or missing</li> <li>○ Action taken</li> <li>○ Contact number for group leader</li> </ul> </li> <li>• Give school contact as much information as possible. To include:-               <ul style="list-style-type: none"> <li>○ - Time of incident</li> <li>○ - Names of injured or missing</li> <li>○ - Details of injuries</li> </ul> </li> <li>• Group leader should inform Head Teacher Restrict access by students and staff to telephone</li> <li>• Remove remainder of party to safety and give reassurance and support</li> <li>• Establish lines of communication between leader/school/LA</li> <li>• Ensure that a member of staff accompanies pupil(s) to hospital</li> <li>• One adult should remain at incident to liaise with emergency services</li> <li>• Refer press to LA Emergency Planning Officer. DO NOT MAKE STATEMENTS TO THE PRESS</li> <li>• Legal liability should not be discussed</li> </ul>	<ul style="list-style-type: none"> <li>• School to contact LA Emergency Planning Officer</li> <li>• Head Teacher should contact parents of those involved giving a full factual account of the incident. For serious incidents all parents should be contacted in order to give reassurance</li> <li>• Media should be referred to the LA Press Office</li> <li>• Notify insurers, which may include emergency assistance</li> </ul>
<b>Upon return to School</b>	
<ul style="list-style-type: none"> <li>• Complete accident form</li> <li>• Write report of events, times and contacts whilst still fresh in memory</li> </ul>	

### Approval procedures for Categories of visits

**Category 1** Visits within the school day or extended school day not involving travel outside Greater London and not involving adventurous activities. This category is intended to cover swimming and sports fixtures and regular or routine visits to local establishments and facilities.

*Approval procedures for Category 1* :Approval by the Chair of the Governing Body on behalf of the Governing Body.

**Category 2** Visits which do not fall into the above category but which do not involve an overnight stay (other than in a facility maintained by Haringey Ed Services including Pendarren), travel by sea or air or adventurous activities

*Approval procedures for Category 2* :Completion of Form HSV1/03 –Part One .a) Approval by the Governing Body – completed form should be signed by Chair of Gobs b)Approval of by HT or EVC – completed form should be signed by HT or by the EVC on behalf of the HT . These forms form part of the EVOLVE system.

**Category 3** Residential visits, overseas visits and visits involving adventurous activities

*Approval procedures for Category 3:* Completion of Form HSV1/03 – Part One & Part two.  
a) Approval by the Governing Body – completed form should be signed by Chair of Gobs  
b) Approval of by HT or EVC – completed form should be signed by HT or by the EVC on behalf of the HT  
c)Approval by Director of Education – completed form should be signed by the Senior Health & Safety Officer and should reach the Officer at least 6 weeks before the start of the proposed trip .  
These forms form part of the EVOLVE system.

## CHECKLIST FOR VISIT LEADS

Task	Relevant regulations/ guidance	Complete? [X]
Carry out a reasonable risk assessment (covering travel, the site, and staff and pupils' needs)	<a href="#">The Management of Health and Safety at Work Regulations 1999, regulation 3</a> <a href="#">Health and Safety at Work etc. Act 1974</a> <a href="#">Health and safety: advice on legal duties and powers, DfE</a>	
Share outcomes of the risk assessment with relevant individuals		
Ensure that staff, parents and pupils are aware of procedures in an emergency		
Obtain an enhanced DBS check for adults on the trip (taking into consideration coach drivers, etc.)	<a href="#">Keeping children safe in education, DfE</a>	
Check that any staff unknown to the school who will have substantial or unsupervised access to pupils have undergone an enhanced DBS check (for example, staff at activity centres)		
Request an enhanced DBS check of adults providing pupils' accommodation (for example, families hosting pupils on an exchange trip)		
Ensure staff, parents and pupils are aware of the school's policy on staff entering pupils' bedrooms		
Ensure staff are aware of pupils with special needs on the trip, and are capable of meeting those needs		
Hold a meeting with staff and volunteers attending the trip to clarify		

what is required of them and answer any queries		
Ensure that first aid provision will be available at all times	<a href="#">Guidance on first aid for schools, DfE</a>	
Arrange for a trained paediatric first aider to be available at all times (for visits in the Early Years Foundation Stage)	<a href="#">Statutory framework for the EYFS, DfE</a>	
Obtain informed consent from parents for activities, where necessary	<a href="#">Health and safety: advice on legal duties and powers, DfE</a>	
Obtain parental consent to provide medical treatment and medication if required	<a href="#">Supporting pupils at school with medical conditions, DfE</a>	
Collect any medication for pupils and check that it has been clearly labelled		
Check that dosages and timings for administering medication are clear		
Obtain emergency contact details for all parents for the duration of the visit		
Check that the school has the correct dietary information for pupils		
Obtain appropriate insurance cover		
Check that the ratio of adults to pupils is appropriate and that staff are suitably qualified	<a href="#">Planning and leading visits and adventurous activities, RoSPA</a>	
Check the health and safety accreditation of any transport providers		
Clarify how group registers will be taken, and how often		

Ensure that staff, parents and pupils are aware of the school's policy on mobile phone use on the trip		
Ensure that providers of facilities for adventure activities are licensed, where necessary	<a href="#">The Adventure Activities Licensing Regulations 2004, regulation 3</a>	