

Educational Visits Policy

2024-2026

Date Reviewed:	March 2024
Next Review:	March 2026
Review Cycle:	Biannual
Reviewing committee:	Governing Body
Lead Governor Responsible:	
Reviewers:	Andrew McLaren (Assistant Headteacher)
Linked Policies:	Child Protection and Safeguarding Code of Conduct (Safeguarding) Inclusion Curriculum Charging and Remissions Health and Safety Policy School Behaviour Policy Code of Conduct First Aid policy Supporting pupils with medical conditions policy Special educational needs and disabilities (SEND) policy
Policy is based upon:	The Key – Educational Visits Policy DfE Guidance Equality Act 2010 SEND Code of Practice Keeping Children Safe in Education 2023
Ratification Date:	
Signed by Headteacher:	
Signed by Chair of Governors:	

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1. Aims and scope

At Hook Junior School we believe that safely managed educational visits and off-site activities with a clear purpose are an indispensable part of a broad and balanced curriculum. They provide an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. It is a priority of the school that all visits and off-site activities are safe, well-managed and educationally beneficial and it is to this end that we must assess and manage the risks involved.

Equal opportunities play an integral part in all aspects of teaching and learning. Children should attend a variety of school visits whilst they are pupils at Hook Junior School. Ideally visits will support the work in the classroom and should be at least one visit per term.

The educational benefits and outcomes of outdoor education feature the following themes and outcomes:

- **Enjoyment** – young people enjoy participating in outdoor activities and adopt a positive attitude to challenge learning and adventure
- **Confidence and character** – young people are gaining personal confidence and character through taking on challenges and achieving success
- **Health and well-being** – young people are learning to appreciate the benefits of physical fitness and the lifelong value of participation in healthy active leisure activities
- **Social and emotional awareness** – young people are developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others
- **Environmental awareness** – young people are becoming alive to the natural environment and understand the importance of conservation and sustainable development

- **Activity skills** – young people are acquiring and developing a range of psychomotor skills in support of their participation in outdoor pursuits, recreation and exploration
- **Personal qualities** – young people are demonstrating increased initiative, self-reliance, responsibility, perseverance, tenacity and commitments.
- **Skills for life** – young people are developing and extending their key skills of communication, problem solving, leadership and teamwork
- **Increased motivation and appetite for learning** – young people are displaying an increased motivation and appetite for learning that is contributing to raised levels of attainment and progress in other aspects of their development
- **Broadened horizons** – young people are broadening their horizons and becoming open to a wider range of employment opportunities and life chances, life choices and lifestyles.

Hook Junior School is an inclusive school

At Hook Junior School, we are committed to offering an inclusive education where every child can access all aspects of school life regardless of their needs and abilities. We value the contribution that every child can make and welcome the diversity of culture, religion and ability. With this in mind, we actively work alongside parents to remove any potential barriers that may stop a child from participating in any educational visit. It is our intention that all children, where possible, attend every educational visit as it forms an essential part of their learning.

2. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education 2023](#)

3. Roles and responsibilities

3.1 Headteacher

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the governing board to approve residential trips of more than 24 hours

1.2 The educational visits co-ordinator (EVC) Nicci Bailey (Deputy Headteacher) is the appointed EVC at our school. Their role is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
- Assess outside activity providers
- Advise the headteacher and governing board when they're approving trips

- Access the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

3.2 Trip lead

Every educational visit will have one member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- Ensure forms on EVOLVE are completed and Risk Assessments has been uploaded to the portal
- Assign staff and volunteer roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents and carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others
- If organising external providers to work on school site, arrange for them to read through the outlined policies as indicated in '3.7 External providers'

3.3 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the headteacher
- Carry out any required risk assessments and work with the trip lead
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- Look out for the health and safety of themselves and those around them
- Help manage pupil behaviour and discipline as required while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate

3.4 Parents and carers

By agreeing that pupils can take part in educational visits, parents and carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable
- Sign and return consent forms and any other documentation required in a timely manner
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

3.5 Volunteers

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Report any concerns to the trip lead or other staff present as soon as possible
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

3.6 Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

3.7 External providers

External providers who lead or run events in school agree to:

- Have read through the following school policies, before they attend the school for events or workshops:
 - Safeguarding Policy
 - Health and Safety Policy
 - School Behaviour Policy
 - Code of Conduct
- On arrival read the 'Safeguarding and Health and Safety Advice for Parents, Volunteers, Visitors and Contractors' information
- Follow the directions of staff and act accordingly whilst on site

4. Planning and preparation

The decision on whether or not a visit will take place will be made by the Headteacher, or nominee, and based on factors including:

- Cost (including any potential cost to parents and carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance

- Travel plans or options
- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteers, and physical supplies
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek approval of the governing board.

Once the risk assessment has been approved by the headteacher, and the governing board where relevant, staff will communicate with parents and carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment.

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents and carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

5. Risk assessment

We will carry out a full risk assessment at least two weeks before the start of all trips.

This will be completed using the school's risk assessment templates, as shown in Appendix 1.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third party vendors.

Every risk assessment will be approved by the headteacher, and a copy taken on the visit and another copy left with Nicci Bailey (DHT and Educational Visits Coordinator).

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least one supervising adult able to administer first aid is present on all trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular headcounts and/or rollcalls, or delegated to another member of teaching staff if appropriate, for their group

5.2 Transport

Transportation for trips will be organised by the school, in line with our safety procedures. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents and carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip
- The setting and circumstances of the trip
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents and carers selected to volunteer will be informed at least two weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

7. Communication and consent

Parents and carers are informed throughout the school year with regards to the programme of planned activities. Specific communications to parents and carers give full details of the visit, including as appropriate: the associated educational targets or objectives, any risks or concerns with mitigating actions and the supervision and transport arrangements. For residential trips a briefing meeting for parents may also be offered. Parents and carers will be asked to complete a consent form to confirm that they have seen and agreed the details of each residential trip, educational trip or visit (consent will be obtained for each pupil attending a trip or visit). Parents and carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

The school's charging policy is agreed and reviewed by the Governing Body on an annual basis and includes all aspects of off-site activity or educational visit.

Off-site insurance details are available upon request from the school office. A variety of transport is used following Hampshire County Council guidance. Transport can include parent's cars, local buses, coaches, trains or minibuses.

Supervision strategies include strict adherence to child/staff ratios which are never exceeded. Strategies to be used are dependent on typical risk factors of the group or individuals concerned, the site or location, the leaders present and other factors such as transport or weather. These are agreed as part of the planning process and can be adapted to changing circumstances, for example where we always plan clear alternatives when it is necessary or prudent to do so.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location
- Pupil-to-staff ratios and staff qualifications, where relevant
- Clothing and equipment required, and whether this is provided by the school
- Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents and carers will be asked to provide written consent for educational visits by signing and dating a form to be returned to the school.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents and carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents and carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

One member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 10 minutes, the trip leader will contact the school office who will notify the parents and carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

We will follow our school's charging and remissions policy at all times.

Parents and carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours if it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential visits

The headteacher, together with the governing board, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training
- All necessary permissions and medical forms are obtained at least one month before the start of the trip
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least two months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school
- The full address and contact details of the destination
- Planned activities and options
- Meal provision
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- Clothing and equipment provided, and what pupils must bring themselves
- Public health requirements, including any required vaccinations
- Accommodation options and arrangements
- The names of staff attending

For visits abroad, we will make sure that any organisation providing activities holds the LOfC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

Closer to the time of the visit, children will be given relevant information about the visit. Information shared with children and their parents and carers will include:

- Accommodation arrangements, including room allocation, names of children in room,
- Clear expectations for behaviour in line with school behaviour policy
- The names of staff attending and where they will be on site, including but not limited to floor plans
- Children will be given the opportunity for virtual tour of site, if applicable

11. Monitoring and Review

Staff will review educational visits and provide feedback on the quality of each visit and make recommendations for the future. The Headteacher or Educational Visits Coordinator will report to members of the Governing Body as to the effectiveness of the off-site activity programme. All good practice will be celebrated and any complaints reviewed following the school's complaints policy.

This policy will be reviewed every two years by appointed members of the governing body. At every review, the policy will be shared with the full governing board.

Appendix 1: Risk Assessment Templates

Taken from Evolve: Hampshire Outdoors Skills & Participation

Editable templates can be found at <https://evolve.edufocus.co.uk/evco10/docs.asp>



RISK ASSESSMENT – STEP 1

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), add up the total of your answers (see overleaf), then complete the specific risk assessment form (Step 2) as needed.

	The activity is...	The participants ...	The activity leader ...	The environment is	First aid / emergency support are...	Weather changes...
1	within the everyday experiences of the individuals.	are very experienced with an appropriate level of competency.	is very experienced in leading this activity and qualified at the appropriate level	a local, well known location – urban or rural with predictable hazards.	available at activity site. School and activity staff have appropriate, in date qualifications to suit the activity.	will have no effect on the group.
2	outside the everyday experience of the individual but some tasks have familiar aspects.	are regularly exposed to the activity with an adequate level of competency.	regularly participates in this type of activity but may have minimal qualifications and little leadership experience.	less well known – urban or rural with hazards that could change quickly.	available at activity site. School OR activity staff have appropriate, in date qualifications to suit the activity.	are appropriate to the activity. Any changes will have minimal effect but will not affect safety.
3	outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	have some exposure to the activity with experience at a recreational level <u>and some</u> competency.	has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity.	unfamiliar – potentially complex urban <u>or rural</u> in the UK, or abroad. OR this is an overnight/ residential visit.	limited, with first aid <u>available</u> at activity site. Emergency support may take an extended time to arrive or access the site.	could lead to problems if the group is not adequately prepared with training and equipment.
4	outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC).	have very occasional exposure to the activity with some experience at an introductory level and limited competency.	has had very occasional experience of the activity as a leader, limited experience as a participant and <u>has no</u> qualifications.	within close proximity to water, cliffs beaches, or other novel hazardous environmental features.	not readily available with limited first aid AND emergency support may take an extended time to arrive or access the site.	could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped.
5	outside the experience of the individual with no training prior to the trip.	are absolute novices with no experience of the activity.	has no experience of the activity in a leadership capacity with some experience as a <u>participant</u>	in a developing world country, a remote area or an area requiring an advanced leadership/coaching award.	not readily available with no first aid or emergency support readily available at the activity; school or activity staff have no first aid qualifications.	could have serious repercussions for the group.

Add up the total of your answers – Highlight outcome

6 – 10 LOW RISK	11 – 19 MEDIUM RISK Evidence will be required to show you have recognised the risk and made provision for control of risk	20 – 25 HIGH RISK Further discussion with EVC is required. Changes will need to be made to lower the overall risk	25 – 30 UNACCEPTABLE RISK Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk
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Site / Group / Activity Specific Risk Assessment and Risk Management Record

Establishment:

Leader:

Location:

Other staff :

Group size:

Ratio:

Benefits (aims, objectives, intended outcomes...)	Who might be at risk? (Tick as appropriate)
<ul style="list-style-type: none"> 	Participants __ Staff __ Volunteer Adults __ Others (specify) _____

Identifying the Hazards – Assessing the Risk	Control Measures – Reducing the Risk	Risk Rating Outcome (H/M/L)
Site and its environment <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Group / special needs/ safeguarding <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Down time (time spent out of structured activity), overnight supervision and time in accommodation (where applicable) <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Leader and activity arrangements <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Transport <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
First aid arrangements <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

- 1) Identify the hazards
- 2) Decide who might be harmed and how
- 3) Evaluate the risks and decide on precautions
- 4) Record your significant findings
- 5) Review your assessment and update if necessary