



Educational Visits Policy

Establishment type	Academy
Name of establishment	Rushey Mead Academy
Who is employer	TMET
Responsibility for offsite visits	The Principal and EVC
Date Trained	Various
Policy agreed	
Signed off by	
To be reviewed	
Other Policies Related	Safeguarding / child protection., finance, health and safety DfE H&S: responsibilities and duties for school November 2018
Other Paperwork Attached (appendix)	Extended Learning Locality (Local Area Visit) Signing-out sheet for ad-hoc activities in the school locality Generic and Site/Person specific risk assessment Emergency Card (Trip Leaders) Emergency Card (Emergency Contact)

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1 Introduction

1.1 The Employer / Academy Council has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Rushey Mead Academy (RMA) reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- It is essential that the Visit Leader, Educational Visits Co-ordinator (EVC) and home contact have read the Outdoor Education Advisers Panel (OEAP) *National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom* for specific guidance on their roles. See website link : www.oeapng.info/
- The remaining parts of the OEAP National Guidance should be referred to as and when guidance is sought.

NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.

2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose. The academy seeks to ensure that the national curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at RMA, we offer a range of educational visits and other activities that add to what they learn at school.

3 Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists.

- English/Drama – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks and the Space Centre;
- Mathematics – use of shape and number trails in the local environment;
- History – as per the curriculum
- Geography – use of the locality for fieldwork and field work further away
- Art and design – art gallery visits, use of the locality;

- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – as per the curriculum
- ICT – as per the curriculum
- RE – visits to centres of worship.

NOTE – when extra-curricular activities take place there will always be an adult, other than the one running the activity on the premises.

4. Gaining approval for a trip

4.1 Academy Councillors

As part of their responsibility for the general conduct for the school, the Academy Council has adopted this policy for the effective and safe management of educational visits.

The Councillors delegate the Principal / EVC the responsibility to approve all visits. The Councillors have adopted a charging and remissions policy.

4.2 The Principal or EVC:

- 4.2.1 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- 4.2.2 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- 4.2.3 should ensure the suitability of all staff appointed to the visit.
- 4.2.4 should ensure that the visit leader fully understands his/her responsibilities.
- 4.2.5 should implement effective emergency contact arrangements.
- 4.2.6 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- 4.2.7 should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process **EVOLVE** is used to log, audit and approve the following types of trips and visits:

Overseas with formal approval by EVC and Principal

Residential with formal approval by EVC and Principal

Adventurous with formal approval by EVC and Principal

Day Visits (involving transport) with formal approval by EVC and Principal

Local Area Visit with formal approval by EVC and Principal

5 Choosing a provider

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the Learning Outside the Classroom (LOtC) Quality Badge or has specific National Accreditations e.g. ABTA bonded, AALA licence, Adventure mark, etc.

(OEAP national Guidance Document 4.4h 'Using External Providers and Facilities' <https://oeapng.info/download/1158/> and 4.4f 'Assessing an Adventure Activity Provider' <https://oeapng.info/download/1154/>)

6 Parental Consent:

The OEAP National Guidance Document 4.3d-Parental-Consent www.oeapng.info reflects the DfE guidance with particular note where consent is NOT required:

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by RMA as most of these activities take place during school hours and are a normal part of a child's education. However, parents will be told where their child will be at all times and of any extra safety measures required.

7 Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

The visit leader must complete the visit leader checklist to be found at www.oeapng.info 3.3e-Visit-Leader-Check-List and 3.4k Visit or Activity Leader

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out a Risk Assessment for the visit.

For Risk Assessment Guidance see <https://oeapng.info/download/2684/> 4.3g 'Risk Management'

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Visit Leader Training will be offered to all leader staff and delivered by the trained EVC or by the Educational Visits Adviser (EVA) to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

8 The Visit

8.1 On the day of the visit leave in the school office:

An amended list of children present and going on visit.

A full list of escorts, staff and groups of children for which they are responsible

Copies of Emergency / Critical Incident cards given to all leaders.

The visit leader will ensure that children are checked out of classroom with their bags, lunchboxes clipboards etc.

It is the visit leader's responsibility to ensure a mobile phone, a First Aid Kit, sick bags, inhalers and other medication e.g. epipens are available.

8.2 During the visit

With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place. (e.g. Year 11 working in groups of 4 minimum – responsibility to support each-other may be suitable and sufficient for a delimited area in a town centre.)

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

8.3 On return

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

9 Financing the visit

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the RMA's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial

support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. Some visits may incur vast amounts of money (example ski trip for 80 students £90,000)

A formal approval from the SLT / School Finance Manager must be sought before deposits paid.

10 Insurance

Introduction

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

Personal

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought. There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

Indemnity

Please see reference to parental Consent: -
OEAP National Guidance Document

www.oeapng.info 4.3d-Parental-Consent DfE Document : See EVOLVE – Resources – DfE Tab H&S Advice from DfE 2014

Insurance Provision

Teachers should be aware of the school provision for insurance.

See: **Insurance Certificate 2018-19**: <O:\Staff\Staff Area\Student Data\Trips\Forms letters etc\Trips insurance up to 31st August 2019.pdf>

11 Emergency / Critical Incident Procedures

- All leaders must carry the school's 'Critical Incident form' (z Cards) – With Emergency Telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

12 Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

Reviewed:	Autumn 2020
Next revision due:	Spring 2023

Appendix 1 - Extended Learning Locality (Local Area Visit)

Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: *e.g.*

- *National Space Centre*
- *Abbey pumping Station*
- *Peepul Centre*
- *Sainsbury's*
- *Melton Road*
- *Mellor Primary School*
- *Northfield House Primary School*
- *Soar Valley College*

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

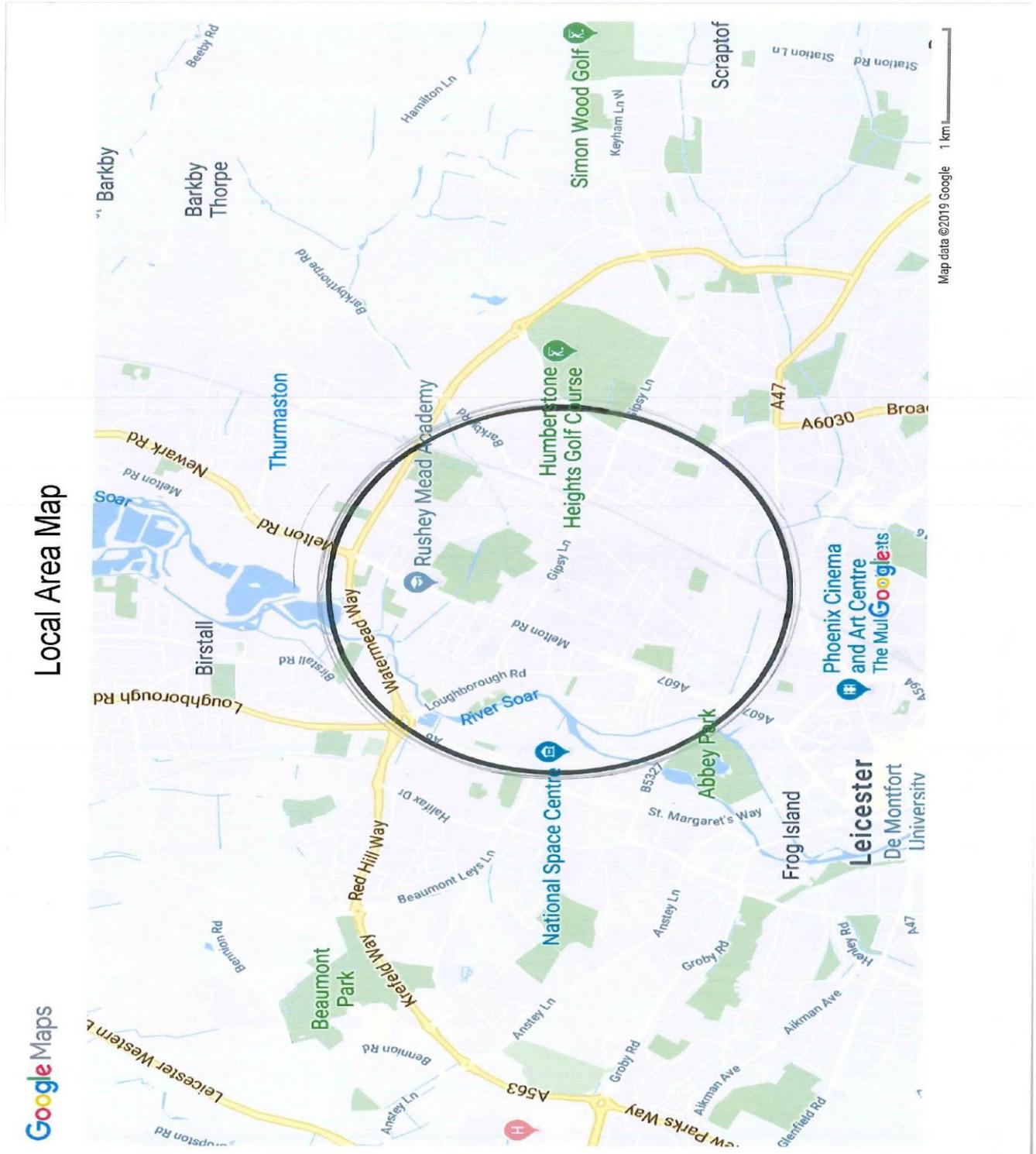
The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Social distancing
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Principal or Deputy Principal must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- Regular handwashing or regular hand sanitising is in place
- Students are briefed on keeping their distance from members of the public
- The selected route takes the least busy option
- Use antibacterial wipes to clean any equipment before use
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group

- All remotely supervised work in the extended learning locality is suspended.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles, facemasks bag for waste, tissues etc.)



APPENDIX 2

Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (eg pupil medical/behavioural needs)	

APPENDIX 3

Generic and Site/Person specific risk assessment

Generic Risk Assessment for Off-site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

ACTIVITY AND ENVIRONMENT:

1. Significant Hazards and Identification of Risks: <i>Those hazards and risks that may result in serious harm or affect several people</i>	2. Control Measures: <i>Controls, including relevant sources of guidance</i>

APPENDIX 4

Emergency Card (Trip Leader)

Assess the situation:

Deal with immediate danger to self or other group members. Account for all members of the group.

Administer first aid:

As appropriate, remember priorities ABC.

Airway

Breathing

Circulation (bleeding)

Be aware of blood contact.

Make any casualties as comfortable as possible, but only move them if absolutely necessary (e.g. to maintain airway if unconscious)

Call emergency services:

Dial 999 for Ambulance, Police, Fire Brigade, Mountain Rescue or Coastguard as required.

Inform school:

- School number 0116 2663730
- Out of hours emergency contact – SLT contact
- Establish a contact point and identify a member of staff to liaise with the emergency services at the site.
- Ensure the use of Social Media, by the students, is managed effectively.
- Arrange for someone to travel with casualties to hospital.
- Make arrangements for non-casualties to return to school/setting.

APPENDIX 5

Emergency Card (Emergency out-of-hours Contact)

For visits that take place/return outside normal establishment hours.

This 'card' or equivalent must remain with the establishment emergency contact(s) at all times, if access to EVOLVE is not possible.

The establishment's Emergency Home Contact(s) should have all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- Confirm the phone number (s) at which the caller can be contacted back on;
- Note their location;
- Determine the nature of the emergency;
- Determine the type of help required.

If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:

- Provide the required assistance if possible;
- Seek further advice or pass on details to other establishment contacts who may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention:

- Inform the Visit Leader that someone will phone him/her back as soon as possible, ideally within 30 minutes;
- You should also contact the Head of Establishment (if this is not you);
- The Principal should inform the TMET media team in all critical incident cases.
- The Principal should assess the situation and decide whether to invoke the Business Continuity and Major Incident Management Plan.
- The Principal should consider the appropriate time to contact the parents of the participants involved on the visit. Advice and support can be sought from **TMET** in dealing with this.

Name	Home	Mobile
Gee Kader		07967423257
TMET Media team – Cathy Brown		07970980952
Charlotte Johnston		07841383286
Richard Grainger		

EVOLVE	http://visits.leicester.gov.uk	
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Outdoor Education Advisor	Jake Wiid	jake@evolveadvice.co.uk
Health and Safety Manager	Martin Southam	0116 4544307 07808480659 Martin.southam@leicester.gov.uk
Insurance questions	Samuel Howells – Zurich Emergency Management Team	07875398520 07659170195 / 07786198283
Leicester City Council Crisis Line		0116 3737599 (24 hours)