

Educational Visits Policy

Contents

This document sets out the procedures by which the school meets the standards set out in the OEAP *National Guidance for Educational Visits*, recognised as best practice by the Welsh Government.

Staff planning an educational visit must ensure that they follow the procedures set out in this policy. Staff should also refer to and follow the relevant guidance (relating to the nature of the visit being planned) as set out in the Outdoor Education Advisers' Panel (OEAP) National Guidance for Educational Visits www.oeapng.info
Staff should also refer to the Safeguarding policy and ensure that they have met their duties and exercise their functions in a way that takes into account the need to safeguard and promote the welfare of children.

This policy is reviewed annually or following any accident / incident on an educational visit.

We believe that the students should use the environment in which they live as much as possible to help them engage in learning. We also believe that we need to extend our students' knowledge by allowing them to take part in visits outside of their experience, thus allowing them to see the opportunities that are available to them.

Staff also benefit from visits – they see students in a different way.

This document sets out planning and approval procedures that aim to help staff to deliver high quality and safe external visits.

Roles and Responsibilities

Visit Leader

The designated person responsible for the visit and who will have overall responsibility for the safety and conduct of participants. Visit Leaders will need to obtain approval for the visit from the Headteacher.

Key Requirements

- Must be competent to lead, confident and accountable, whether they hold a particular post, title or job description.
- Visit Leader (VL) should have the ability to lead to the level demanded by the visit, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in.
- VL must undertake and complete the planning and preparation of the visit, including the briefing of group members and parents/carers.
- VL must ensure the ratio of staff to young people is appropriate for the environment/activities and the needs of the group.
- VL must identify significant hazards and safety measures to reduce risk to a tolerable level and make known the level of residual risk that needs to be managed.
- VL must have enough information about the young people to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed.
- VL must ensure that all accompanying leaders are familiar with these procedures.
- VL must make appropriate and adequate preparations for emergencies.
- VL must carry out dynamic risk management while the visit takes place and consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures/alternative plans for such an eventuality.

Educational Visit Coordinator

Frances Morgan, headteacher, will act as an **Educational Visit Coordinator (EVC)** and as such he has sufficient authority to make a judgement call about the competence of any other staff member to lead an off-site visit and to approve or decline visits planned by any staff member.

Key Requirements of the EVC:

- Ensure that all visits are planned and approved in accordance with this policy.
- Assign competent people to lead or otherwise supervise a visit.
- Carry out occasional monitoring of visit leaders to identify further training needs.
- Work with the visit leader to provide parents/carers with information about the visit and obtain the necessary consent from parent/carers.
- Ensure emergency arrangements and contacts are in place for each visit.
- Keep records of individual visits including what worked well, what didn't and any accident/incident reports.

ANY CHANGES TO THE EVC IS TO BE NOTIFIED TO DARREN MARTIN SO THAT HE CAN TAKE STEPS TO TRAIN A REPLACEMENT AS SOON AS PRACTICABLE.

We will ensure that:-

- Visit arrangements and outcomes are evaluated to inform future visits and staff training needs are met (if necessary).
- **All** educational visits are approved **prior** to visit date.
- Proper and effective support structures in the event of emergency or critical incident are in place as required. Records of these should be reviewed regularly, and this information used to inform future visits.
- Outdoor learning and visits need to ensure that they lead to a wide range of outcomes for students and contribute towards establishment effectiveness.
- The Education Visit policy and procedures are fully implemented (including emergency procedures – and it supports the principles of inclusion)
- There are monitoring procedures in place, activity is evaluated, good practice is shared and any issues are followed up to comply with statutory and employer's requirements.

Approval and notification requirements for visits

All visits must be approved.

Prior to a visit the visit leader should ensure that:

Routine Visits

- A risk assessment has been undertaken and sent to the Headteacher.

Demanding Environments/Adventurous Activities

- A risk assessment has been undertaken and sent to the Headteacher **at least 14 days before event.**

Summary of Procedures

Parent / carer consent

Where consent is required the key is to provide parents with sufficient information to make an informed decision about the participation of their child. Such information may be given in a variety of ways, as the information needed by parents will depend on the nature and complexity of the visit.

With appropriate security measures in place, parents can give consent electronically - e.g. by email or text.

If parents/carers withhold their consent the student must not be taken on the visit but the curricular aims of the visit should be delivered to the student in some other way wherever possible. If the parents/carers give a conditional consent, we will need to consider whether the young person may be taken on the visit or not.

We use Providers for some off-site visits. When Providers are used, they will check that the location and activities offered are educationally suitable for the group and will meet the aims of the visit.

We will check that any provider offers good value for money.

Provider Competence

There are four recognised ways to demonstrate the competence of leaders;

- 1) To hold the relevant qualification, eg LOEC or AALA
- 2) To hold an equivalent qualification (uniformed services, overseas awards etc)
- 3) To have received appropriate in house training (verified by a technical expert)
- 4) To be competent through experience (verified by a technical expert)

www.hse.gov.uk/pubns/priced/L77.PDF Paragraph 22-28

A statement of competence written by an appropriately qualified technical adviser must back options 3 & 4.

The leader's competences need to be matched to the terrain in which the expedition teams will be working and the mode of travel used.

1. **Blanket approval**

Blanket approval may be given by the Headteacher for staff to run routine visits.

For visits that have been given blanket approval, the visit leader must ensure that relevant information is left at the school, including details of the venue, activity, group, transport, start/finish times and other relevant information for **each** visit.

2. **Media Considerations – Use of mobile phones on educational visits**

It is strongly recommended that there is control over indiscriminate and potentially damaging use of mobile phones by group members.

3. **Record keeping**

Routine visits

A copy of the completed Risk Assessment will be kept on file for 5 years for each routine visit

We will retain the following details for any particular visit:

- List of participants
- Parental consent forms (NOTE: these can be destroyed 3 months after the visit if no accidents or incidents have been reported).
- Where an accident or incident has been reported the school/establishment should retain the parental consent form for the pupil(s)/young person(s) involved.
- If there has been an accident/incident on a visit, we will keep records until the person is aged 21 (or for 3 years in the case of an adult).

In addition, we will archive records of:

- Educational visits policy – dated so that the version current at the time of any visit can be traced;
- standard risk management procedures dated as current at the time of the visit;
- records of staff competence.

This information will be kept for 5 years after which it may be destroyed.

4. **Monitoring**

Internal monitoring

We will monitor Visit Leaders from time to time to ensure compliance with policy.

Monitoring will include:

- scrutiny of standards of visit planning and organisation as part of the visit approval process
- occasional observation of Visit Leadership.

Following any observation of Visit Leadership it is good practice to provide the visit leader with verbal and written feedback and recommendations for further training if necessary. A copy of the observation report should be given to the Visit Leader and

another copy kept on file.

5. Review

Feedback from monitoring will be used to review procedures in order to ensure that they meet the standards expected for offsite visit organisation and leadership and to identify further training needs for Visit Leaders.

Educational Visits Policy
Section B
Visit approval/notification procedures

Approval and notification requirements for visits

- All visits must be approved as set out below and a record of the visit kept as set out in 'Record keeping' section of the policy.

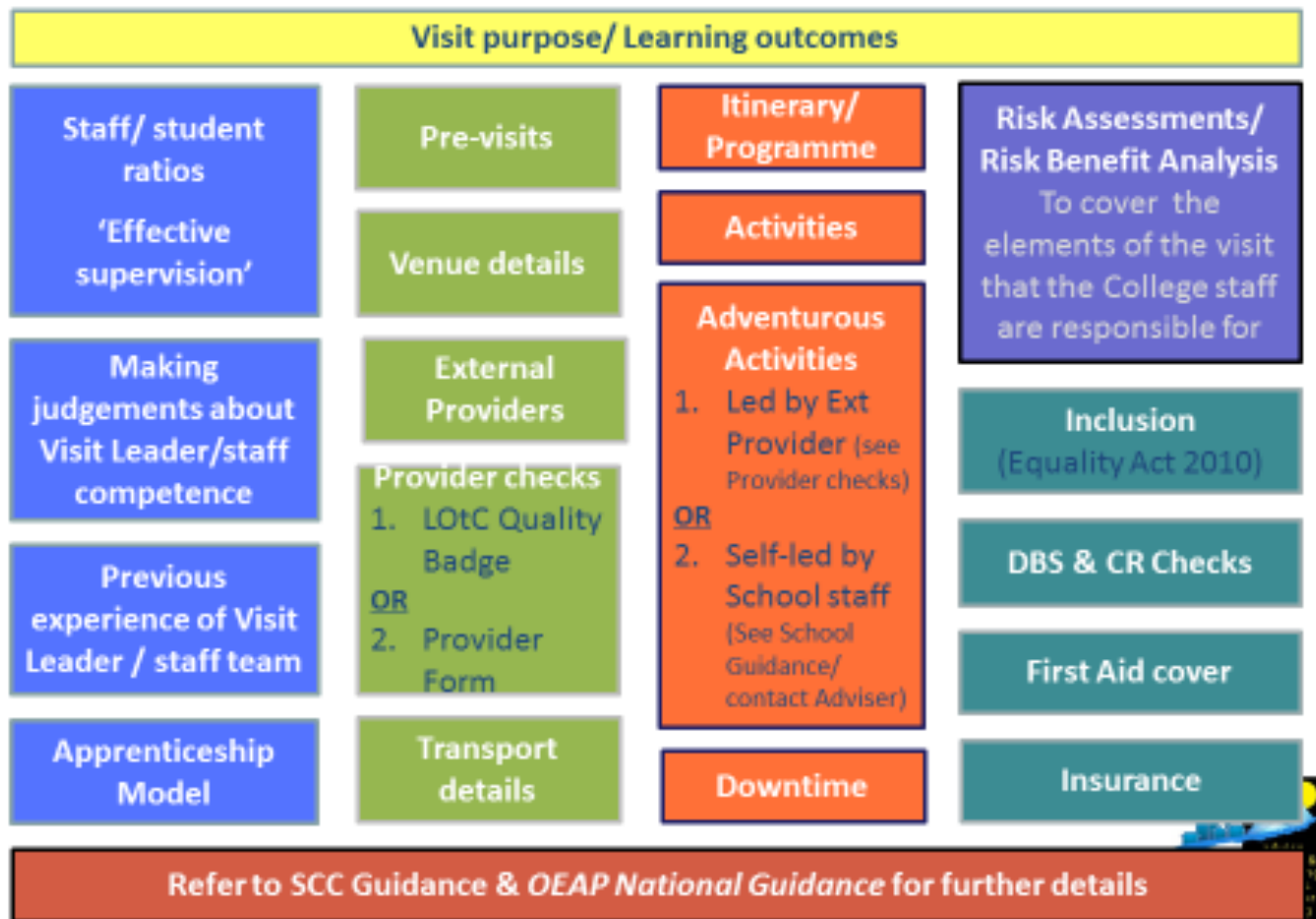
Approval and notification system for all visits

- 1: Routine Visits flowchart
- 2: Non-routine and Overnight Visits Flowchart
3. Visits involving demanding environments and/or adventurous activities including D of E
4. Overseas Provider led expeditions

Table 3: Definition of demanding environments

Table 4: Adventure activities

Things to consider.....



ROUTINE VISIT

Visit type	Planning and approval required
Routine visits are: 1. regular, part of the curriculum 2. take place within, or just outside the school 3. within normal opening hours 4. have a risk level that school staff are competent to manage 5. require no payment by parents 6. take place within 2 hours normal transport time. • You should obtain this consent on an annual or other periodic basis	Planning Visit planned on Routine Visit Planning Form Approval By the headteacher before the visit takes place (The headteacher may give blanket approval for a member of staff to lead routine visits).

Definition of demanding environments.

Location	Definition	Level of approval required
Normal countryside	Areas; • which are close to vehicle access (i.e. less than 30 minutes walking time for any group member to the nearest road from which the group could be evacuated by vehicle) and • where the environment does not have any of the features of a 'demanding environment' listed below.	Approval by Headteacher required.
Demanding environments	Areas where there is significant risk to the group from <u>one or more</u> of the following factors; • Hazardous terrain (e.g. cliffs, very steep slopes etc.) • Remoteness (i.e. more than 30 minutes walking time from the nearest normal vehicle access point from which the group could be evacuated) • Difficult escape (i.e. places where the group could be trapped and/or where they would need specialist help to escape) • Exposure to severe weather (i.e. open to the weather and no easily accessible shelter within 30 minutes walking time for any of the group) • Open areas without clear boundaries where the group might stray into hazardous or remote terrain in poor visibility. • All lakes, ponds, streams, rivers and gorges, fast flowing water, deep water, or water with strong currents (including tidal flow) where: • the group will be close to the water and there is a significant risk of someone falling in; • the group will be entering the water.	Headteacher approval

Table 4. Adventure activities

A wide range of sports, challenges and skills come within the definition of 'adventurous activity'. Many involve an accepted element of risk and need to be led by competent staff with specialist training. They generally take place in the natural environment, but sometimes can be mimicked artificially in or outdoors. Courses are often organised by dedicated centres which offer multi-activity or specialist programmes as appropriate to their facilities or surroundings. Alternatively, freelance instructors can arrange activities in any suitable location.

Important note: This list is not exhaustive. Any visit leader unsure of whether or not an activity should be classified as an adventure activity should seek the advice of Darren Martin

• Abseiling • Archery • Artificial wall climbing • Assault Course • Athletics & Other Sports • Bell-boating • Bouldering • Bushcraft • Camping* • Canoeing • Caving • Caving - Artificial • Clay Pigeon Shooting • Coasteering • Crate Stacking • Cycling • Dog sledging • Dragon boating • Field Studies • Forest Schools • Ghyll scrambling • Go-karting • Gorge walking • Hang Gliding • High ropes courses • Hill walking • Horse riding • Improvised rafting • Jacobs Ladder	• Kayaking • Low ropes courses • Mine exploration • Mountain Biking • Mountain Boarding • Mountaineering • Orienteering • Paintball • Pony trekking • Pot-holing • Powered safety/rescue craft • Quad Biking • Rock climbing • Rock hopping • Rowing • Sail boarding • Sailing • Sand yachting • Sea level traversing • Segway • Shooting • Sit on Top Kayaking • Sledging • Snorkel and aqua lung activities	• Speedboats and Ribs • Stand Up Paddle Boarding • Surfing • Survival Skills • Swimming - pool, sea, natural waters • Swimming pools in hotels, hostels or campsites • Team Building* • Towed water sports / water skiing • Via Ferrata • Weaselling • Whitewater Rafting • Whitewater Tubing • Wild camping • Windsurfing • Yachting (coastal and off-shore) • Zip wires • Zorbing All Duke of Edinburgh's Award Expeditions including Training, Practice and Qualifying
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Fieldwork

- River studies (where people enter the water to make measurements)
- Coastal studies, including work on beaches (even apparently safe places used by the general public can be hazardous in bad weather), sand-dunes, saltmarsh, exposed and sheltered shores, cliff areas, etc.
- Urban studies (where students work in unsupervised groups - groups away from permanent supervision)
- Studies in upland areas (including hill walking)
- Studies in wetland areas and beside lakes
- Studies using boats on canals, rivers and lakes
- Studies in quarries and at other rock exposures (hard hat areas)
- Expeditions
- Remote areas in the UK
- Studies in caves and mines (except commercially operated tours)
- Bushcraft activities
- Forest School
- Field study activities that take place wholly in controlled areas used by the public (such as botanical gardens, zoos, forest parks, bird reserves, grounds of field centres, historic buildings, farms, open air museums, commercially operated visits to caves and mines, etc)
- **Camping - standing camps, where students may be cooking and/or taking part in non-adventurous activities (this includes camps on school grounds).**
- **Non-adventure activities – eg team building activities using equipment requiring a brief for the participants and control measures.**

Note:

School staff leading any of the activities defined above are required to obtain Director approval. To do this:

The staff member/visit leader themselves will need to complete their own request.

Section C Risk management procedures

This section sets out the standard risk management procedures that are followed by staff when leading off site visits.

- You **must** amend the risk management procedures in this section to reflect the way that **your** visit leaders manage off site visits.
- It is important that it reflects actual practice on visits– **if it's written down then all will be expected to comply**.
- Once completed, this is the standard risk assessment for all off site visits.
- The only additional written risk assessment any visit leader would need to undertake is for risks that are **above and beyond** those set out in the standard risk assessment.

Risk management form: All off site visits

Significant hazards and harm which may occur	Who might be harmed?	Safety measures: Measures that are in place and/or will be taken to reduce the risk to a tolerable level
Crossing roads/walking along pavements	Students Staff Public	Brief students of conduct expected of them when walking/crossing roads. Ensure staff are placed at front, middle and rear of children. Students to walk sensibly. Members of staff to choose safe place to cross roads (if not using recognized pedestrian crossing). 2 members of staff to stand in road with students walking between. Hi-viz jackets to be worn.
Weather conditions	Students Staff Public	Check weather forecast prior to visit. Brief students of possible weather conditions prior to visit. Ensure appropriate clothing/footwear is worn or taken bearing in mind Summer and Winter conditions. Check with parents that students have sun cream on before visit during summer. Take spare clothes for students not suitably prepared. Ensure emergency shelter is taken if in demanding environment.
Trips, slips and falls	Students/staff	Ensure appropriate footwear is worn and shoelaces tied. Brief students/staff of possible areas where trips, slips and falls may occur. Ensure first-aid kit is carried by visit leader. Ensure any medical conditions of students are disclosed prior to visit.
Transport to and from venues Bus/Train/Cars	Students Staff Public	Ensure recognized bus company is used. Ensure seat belts are worn at all times and are checked by visit leader. Students counted on and off the vehicle. Students briefed about transport safety. Students with travel sickness are identified and medicate students prior to visit.

Stranger danger	Students	Ensure students are made aware not to walk off with an unknown adult unless given specific instruction by visit leader. Regular head counts. Supervised at all times, including appropriate supervision when toileting.
Beach/coastal visits - washed into sea caught by rising tide	Staff Students Emergency services	Check tide times before embarking on trip. Check weather forecast for day of visit. Brief students and staff not to go near waters edge. Be aware of surroundings – wet sand, rock pools.
Accident/emergency	Staff Students	Follow emergency procedure guidelines carried by visit leader. Ensure all staff understands emergency procedure. Brief students of what to do in an emergency and how to summon help.
Getting lost/separated from group (outdoor venues)	Staff Students	Regular headcounts. Ensure students are to stay in small groups. Ensure staff accompany students at all times. Brief students to stay put if lost or separated and to shout for attention. Ensure all students know name of visit leader, staff and centre name – Pathways Learning.
Getting lost/separated from group (indoor venues)	Staff Students	Regular headcounts. Ensure students are to stay in small groups with group leader. Ensure staff accompany pupils at all times. Brief students to stay at venue if lost or separated never to leave the premises Brief students to make their way to reception. Ensure all students know name of visit leader, staff and centre name – Pathways Learning.
Medical Conditions	Staff Students	Ensure school medical register is checked prior to visit. Ensure medical conditions are disclosed prior to visit. Ensure consent is given for staff member to administer medicine if required. Ensure medicines, epi pens, inhalers, etc are carried by visit leader. Ensure at least one staff member/adult volunteer knows how to administer medicine if required. Medical booklets completed after each administration of medication.

Walking in local countryside	Students Staff Public	Brief students and helpers of proposed route. Brief students of appropriate behaviour Ensure member of staff at front and rear of pupils. Ensure correct clothing and footwear is used. Regular headcounts.
Farm / Zoo Visits Machinery, vehicles, risk of allergy, contamination, bites, kicks, etc	Students Staff Public	Brief students to stay out of way of machinery/vehicles and to follow supervision by farm staff. Ensure parents have informed staff prior to visit of possible allergies. Ensure medicines are carried by visit leader (if required) Brief students not to touch animals unless safe to do so. Ensure students/staff are made aware of farm rules, reinforced by farm staff. Ensure all eating is done in hygienic locations. Ensure students wash hands before eating. Make sure first-aid kit is carried. Anti-bacterial hand wash used frequently.
Walking to sports centre Road crossing, trips, slips and falls,	Students Staff Public	Regular head counts. Road crossing procedure. First aid bag. Students briefed before visit on rules.
Beach Road crossing, trips, slips and falls,	Students Staff Public	Regular head counts. Students to stay with their group. Road crossing procedure. First aid bag. Students briefed before visit on rules.

Transport to and from venues:	Students Staff	Ensure recognized taxi firm is used. Ensure seat belts are worn at all times by staff and students and are checked by creative visit leader. Visit leader to have available information re students and staff in case of an emergency enroute - first aid kit / sick kit. Expectations of behaviour to be communicated to students at the beginning of the journey - e.g. students remain seated. Centre staff supervise the students in their care to ensure they behave appropriately during the journey.
Accident/emergency: - To pupil - To member of staff	Student Staff	Follow emergency procedures in the event of an incident. Ensure all staff understand emergency procedures. Brief students of what to do in an emergency and how to summon help. If an adult emergency, ensure enough supervisory cover remains throughout the visit.

Medical conditions (staff and pupils) & behavioural issues	Students Staff	Ensure all consent forms are completed correctly prior to the visit and consent is given for staff member to administer medicine if required. Ensure medical conditions of staff and pupils are disclosed prior to the visit and known to organising staff. IEBPs /Personal Risk Assessment must be brought and shared with supervisory staff as and when appropriate. Ensure medicines, epi pens, inhalers, etc supplied are stored safely and available to use in emergency. Inhalers to be accessible to students during activity sessions. Ensure at least one staff member/adult volunteer knows how to administer medicine if required.
Time outside of centre staff-led activities (including before/between/after activities, mealtimes): • Behavioural issues • Stranger danger	Students Staff	Students given guidelines re expected behaviour around the centre between activities. School's Behaviour Policy to be implemented. Ultimate responsibility with staff from the school. Students are reminded of the rules / boundaries regularly. Staff to be responsible for their students during free time and meal times.
Centre staff-led activities • Behavioural issues • Emergency or accident to pupil or staff member	Students Staff	Inform supervisory staff of any issues regarding medical or behaviour. Staff to report any incident or accident to manager of centre and follow accident / emergency procedures.
Behavioural issues	Students Staff	Agree standards of behaviour and sanctions prior to trip and ensure students and staff are aware of this. School staff supervise and manage the behaviour of students in their care. Behaviour policy to be implemented.

SECTION D

This document sets out the action to be taken, in the event of an emergency /critical incident on an educational visit. The emergency action flowcharts and this must be carried by all visit leaders taking part in any offsite activity or visit.

Definitions

A critical incident on an educational visit is defined as an incident requiring the emergency services that affects participants on an off-site visit organised by a centre for young people or vulnerable adults. A critical incident which goes beyond the coping mechanisms of the Visit Leadership Team and the establishment.

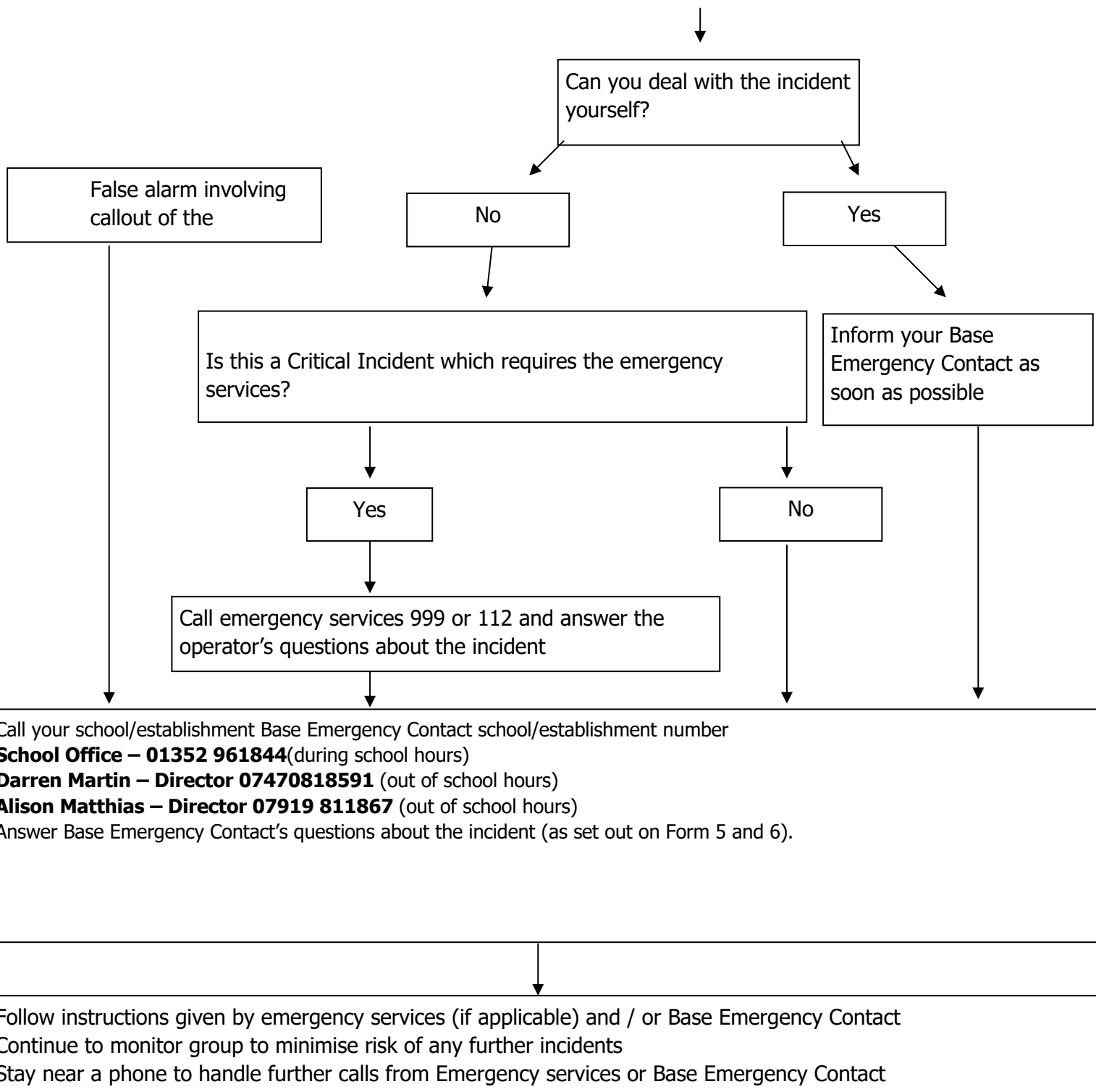
- 1. Incident: a situation dealt with by the Visit Leader, who remains in control and can cope.**
- 2. Emergency: an incident that overwhelms the coping strategies of the Visit Leader so that they refer to the emergency contact for help.**
- 3. Critical Incident: an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the centre's Visit Emergency Plan.**
- 4. Major Incident: declared as such by the UK Police or Foreign and Commonwealth.**

Emergency action flowchart for Visit Leaders

This flowchart must be carried by all visit leaders taking part in the visit
Trial your emergency procedures from time to time to check that they work.

Do not speak to the media – direct all media enquiries to Pathways Learning - 01352 755141

Give first aid if necessary. Make sure the rest of the group are accounted for and looked after.



Emergency action flowchart for Pathway's Base Emergency Contact

This flowchart must be available to all staff **and** the nominated Base Emergency Contact for each visit

Record information on Form 6 Educational Visits: initial incident notes.

Do not speak to the media – direct all enquiries Pathways Learning

01352 961844 Is the incident serious? If unsure assume yes.

Serious = involving serious injury, missing persons requiring assistance at the location, or evacuation

YES

Log telephone calls, action taken and timings and keep phone manned until incident is resolved.

Can the school/establishment handle this internally?

NO

Call for external assistance from Emergency Services if required (if not already called by Visit Leader): 999 or 112

ASAP inform Pathways Learning – 01352 961844

YES

Arrange assistance as required by staff at the scene of the incident if possible eg transport / evacuation.

Continue to man the phone and coordinate support until the incident is resolved.

Follow-up

Complete incident/accident report.

Gather written statements from staff / adults / students involved

Director to assess incident), identify and implement action to avoid a repeat incident.

Educational Visits: initial incident notes

NB This form can be used by the Base Emergency Contact to take rough notes during the period that they are handling an emergency call. The EVC must ultimately ensure that the incident/accident reporting procedures (CSU1) are completed as soon as possible after the incident.

Name and role of person making the emergency call_____

Contact number(s) for person making call_____

Name and number of Base Emergency Contact (if different from above) _____

Name of group - Pathways Learning

Number in group and age range_____

Name(s) of any lost or injured individuals(s)_____

Time and date of incident_____

Location of incident_____

Activity taking place at the time_____

Vehicles involved (if applicable)_____

Description of incident and action taken (continue on separate sheets as necessary)

Form completed by_____Date_____

Roles and responsibilities - Visit Leader

Educational visit leader - initial response	
Ascertain the whereabouts of all students and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
Keep a log of important information, actions taken and decisions made.	
Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity	
Avoid making comments to the media	
Do not discuss legal liability with others.	
Act as the main contact for co-ordination of the response and work closely with the Directors. Continue to liaise with the emergency services and other organisations.	
Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
Ask students and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	
Complete any necessary forms / paperwork.	
Provide welfare arrangements and post incident support after the initial emergency response.	

Roles and responsibilities – Base Contact

Co-ordination - initial response	
Establish a basic overview of the incident.	
If the incident has occurred on an educational visit: ▪ Liaise with the educational visit leader on a regular basis. ▪ Consider sending extra staff to support the educational visit leader. ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers. ▪ Consider how parents / carers and pupils will be reunited.	
Wherever possible, assign members of staff to relevant centre Emergency Management Team roles: ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare ▪ Business continuity	
Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the police about informing next of kin.	
Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
Seek advice on legal and insurance issues, if appropriate.	

Media management - initial response	Named person responsible
Do not speak to the media – direct all enquiries to the headteacher.	
Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the centre site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the police if necessary.	
Designate a specific area for the media away from the main entrance, so they do not prevent or intimidate people entering and leaving the site.	
Develop a brief media statement (designed to provide reassurance). Information given must be limited until the facts are clear and all parents / carers have been notified.	
Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
Be prepared to be interviewed by the media.	
Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
Try to prevent the spread of misinformation (especially through the use of mobile phones).	