



## Educational Visits and Offsite Activities Policy

<b>Date Adopted:</b>	<b>January 2020</b> <b>Reviewed by GB 17.03.21</b> <b>Reviewed by GB 14.03.22</b>
<b>Next Review Date:</b>	<b>February 2023</b>
<b>Signature of Chair of Governors:</b>	
<b>Signature of Headteacher:</b>	

# Hollingbourne Primary School

## Educational Visits and Offsite Activities Policy

February 2021

### OUTLINE AND PURPOSE

“It has long been acknowledged that students can derive a good deal of educational benefit from taking part in visits with their schools. In particular they have the opportunity to undergo experiences not available in the classroom.”

*Health and Safety of Students on Educational Visits – DfES 1998*

“Outdoor learning supports academic achievement, for example through fieldwork projects, as well as the development of ‘soft’ skills and social skills, particularly in hard to reach children. It can take place on school trips, on visits in the local community or in the school grounds.

*House of Commons Education and Skills Select Committee – February 2005*

Outdoor Education gives depth to the curriculum and makes an important contribution to students physical, personal and social education

*Outdoor Education- Aspects of good practice – OfSTED – Sept 2004*

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and when we learn.

*Learning Outside the Classroom – KCC - 2012*

An educational visit can therefore be seen as any aspect of a student’s education that takes place off the main school site and should include visits to such places as parks, museums, swimming pools etc. as well as residential trips and visits abroad.

**The school has a strong commitment to the added value of learning outside the classroom, some of which takes place beyond the statutory school day and beyond the school premises. Each year the school will arrange a number of educational visits and activities that take place off the school site and/or out of school hours, which support the aims of the school.**

**The Governing Body has given its approval to the full range of activities being organised in support of the educational aims of the school.**

## **ROLES AND RESPONSIBILITIES**

### **Role of the Governors:**

- To ensure that the Headteacher has adhered to the guidelines and regulations provided by the DfE, the Outdoor Education Advisors Panel, KCC and the School's Health & Safety Policy.
- To ensure that all residential visits, trips abroad and those involving outdoor and adventurous activities are approved by the Headteacher and that Governors are informed.
- To ensure that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure.
- To ensure that residential and/or adventurous trips/activities are recorded on the Kent EVOLVE system as appropriate.
- To ensure that staff have appropriate training and skill for any adventurous activity, eg campfire management for campfires to be lit.
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.
- To ensure that there appropriate emergency planning procedures in place to support the school in the event of a critical incident.
- To ensure that there is an annual monitoring check made to ensure that the guidance, policy and procedures are being followed. The results of this check to be fed back to the Governing Body.
- To review the Educational Visits Policy and Procedures annually.

### **Role of the Headteacher:**

- To ensure that visits comply with the guidelines and regulations provided by the DfE, the Outdoor Education Advisors Panel, KCC and the School's Health & Safety Policy.
- To ensure that residential and/or adventurous trips/activities are logged on EVOLVE.
- To ensure that in the event of a major incident or accident, the relevant guidelines are adhered to in terms of informing, parents, staff and the media. Help to ensure that serious incidents, accidents and near-accidents are investigated.

### **Role of the Visit Leader:**

The Visit Leader has full responsibility for the safe running of the activity including pre planning and following guidance and ensuring all participants are aware of their roles. To achieve this, the Visit Leader will:

- Identify the clear purpose and objectives of the visit.
- Ensure that they are aware of, and comply with, the advice, guidelines and regulations from the DfE, the Outdoor Education Advisors Panel, KCC, this policy and other school policies concerning their particular visit.

- Complete visit documentation for any visit off-site (although local visit will have been gained when the child starts at school so will not need to be sought), no matter how short its duration, including the school's trip guidance.
- Plan the itinerary in such a way as to account for all times on the visit including meal and 'down' times particularly on residential trips.
- Have prior knowledge of the venue and make an exploratory pre-visit whenever necessary.
- Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.
- Ensure that children's individual medical needs are accounted for, that appropriate medication is taken on the visit and that wherever possible a qualified first aider is present.
- Allocate supervisory responsibility to each adult for named students and ensure that each adult knows which students they are responsible for. To ensure that each student knows which adult is responsible for them and that all adults understand that they are responsible to the visit leader for the supervision of the students assigned to them.
- To ensure that all adults involved in supervising the visit are aware of the risk assessments including any alternative plans and the expected standards of behaviour.
- To continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.

## **PROCEDURES**

The school has in place a clear process to be adhered to in planning and organising an educational visit or trip. These are contained in the following pages and outlined for staff in Appendix A. .

### **ARRANGEMENTS FOR OFF-SITE ACTIVITIES INCLUDING EDUCATIONAL VISITS AND TRIPS**

If you are considering organising an off-site activity for the first time please discuss the proposals with the head teacher before "putting pen to paper." Be clear on the purpose of your visit and be aware that a non-curriculum based activity during school hours is unlikely to receive approval!

The Health and Safety: Advice on legal duties and powers – DfE June 2013 (Updated Feb 2014), The National Guidance (Outdoor Education Advisors Panel- OEAP), KCC Regulations and Guidance for Safe Practice of Offsite Activities (regularly updated) and the School's Health & Safety Policy must be read.

Risk Assessments need to be undertaken for all off-site activities, following the school trip guidance.

All residential visits and/or those activities deemed hazardous will require further information to be supplied. The gender of staff on these visits should reflect the gender of the students.

## **CHECKLIST FOR ORGANISING AN OFF-SITE ACTIVITY**

- Read the DfE booklet Health & Safety: Advice on legal duties and powers.
- Read all the relevant guidance available from the National Guidance (Outdoor Education Advisors Panel- OEAP).
- Read the KCC “Regulations & Guidance for Safe Practice of Offsite Activities, including recent updates.
- Read the School’s Health & Safety Policy and Educational Visits Policy.
- Undertake risk assessments for all activities.
- All residential visits and/or those activities deemed hazardous will require further information to be supplied. Please liaise directly with the headteacher to provide detailed information.
- Draft letter to parents
- Where feasible carry out an exploratory visit.
- Organise passports, visas, EHIC cards etc.
- Check medical information on students – Local or Trip specific consent form?
- Keep all records/receipts/correspondence etc.
- Organise First Aid Kits to take with you.
- Organise mobile phone to take with you.
- Establish what to do in event of an emergency.
- Designate staff/adult responsibilities.
- Confirm travel arrangements.
- Arrange a “Telephone Tree” or other arrangements for contacting parents re safe arrival, delay etc for all residential visits and trips returning after 5pm (except small groups.)
- A week before inform caterers of numbers of students that will not be in school for lunch.
- Inform students of the School’s behaviour expectations on visits.
- Complete a final details sheet including names, departure & arrival times, contact numbers etc. – a copy of which must be left in the school office and with emergency contact.
- Ensure emergency contact/school office know of your safe return.
- Complete accident forms on your return.

## **WHAT A LETTER TO PARENTS SHOULD INCLUDE:**

- Where the visit is to.
- The purpose of the visit.
- Date and time of departure and arrival.
- Method of transport
- Uniform or own clothes.

- Cost. If this visit is during school time you should include the wording “a voluntary contribution of £--- is required from all students wishing to participate.
- Deadlines for payments.
- Suggested pocket money.
- Lunch arrangements
- Closing date for payments.

### **THE REPLY SLIP MUST INCLUDE:**

1. Name of student and form.
2. Agreement for participation in trip.
3. Consent for any emergency medical treatments to be given including anaesthetics.
3. Details of any payments.
4. Parent/guardian’s signature and date.

**A copy of the letters and information you intend to give to students must be given to the School Secretary**

## RISK ASSESSMENTS

***Risk assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure wherever possible that no one gets hurt or becomes ill. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from.***

**Generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place have been prepared by the school. Examples of generic risk assessments include coach travel and visits to coastal venues. School staff will not normally prepare them unless they have accumulated specific experience or other expertise.

**Visit/site specific risk assessments** which will differ from place to place and group to group. These are usually undertaken by the school for each venue and are amended as necessary for different groups. They should be prepared or agreed by the head teacher. Activities such as swimming, crossing roads and curricular partnerships with other schools are examples of these site specific risk assessments where the same venue is used each week and barring any changes to the nature of that venue, our prime concern on a weekly basis is the risk presented by the group of students undertaking the visit. However for visits which are 'one offs' a specific risk assessment for the venue itself as well as for the students is required. Examples of this would be visits to farms, galleries, museums, public parks etc. as part of a specific curriculum module for a specific class group.

**All staff and students should be aware of a "PLAN B" in the event of the planned agenda needing to change.** Visit leaders are always in charge. They should trust their own knowledge of the young people and use their own professional judgement. This may include challenging an activity leader where the visit leader's knowledge of the group is superior or intervening to prompt a change of plan, including stopping an activity if they feel uncomfortable or believe that that it has become too hazardous. Where it is considered unsafe to include a particular student because there is serious doubts concerning their behaviour or it is felt that they represent a significant risk to themselves or others within the group (including staff), the Headteacher will make the final decision on whether the student should access the trip and suitable alternatives that will meet the educational needs of the visit will be planned.

## VETTING OF PROVIDERS

When a residential or visit that includes adventurous activities (see \* LA Approval System and Procedures Guidance Notes) is being considered, the Providers of such services may be vetted by the LA on our behalf to ensure that it meets the LA requirements. This is why the Outdoor Education Unit should be contacted\* prior (Pre Check) to any contracts being established. It is important that this check is made even if the chosen Provider is one that the school has used on previous occasions. \* See the EVC or KELSI (Kent Education Learning & Skills Information) – Educational and Offsite Visits

Some providers may have the LOTC Quality Badge, AALA Licence or Adventuremark. Holding one of these is a credible assurance of appropriate Health & Safety management systems, and no further verification should be necessary. Although all adventurous activities should be logged on KCC's EVOLVE system for KCC approval.

## **LICENSED ACTIVITIES**

Most Providers who offer adventurous activities require an Adventurous Activity Licence. The adventurous activities that fall within the scope of the Licencing Authority include; Caving, Climbing, Trekking and Watersports. See above.

The status of a Provider in terms of licencing will be confirmed during the Pre Check process. The Outdoor Education Unit will confirm if any Provider requires a licence and will check if a Providers licence is current.

## **VOLUNTARY CONTRIBUTIONS**

The basic principle underlying the charging provisions of the 1988 Act (ERA 1988) is that education provided by any maintained school for its registered students should be free of charge if it takes place wholly or mainly during school hours.

There is also the principle that an educational visit mainly outside the school day should be free of charge if it contributes to the delivery of the National Curriculum.

Charges may be made for residential accommodation.

Visits that are non-educational should not take place during school time denying access to full programmes of study.

All visits during the school day should therefore be deemed to be educational.

Voluntary contributions can be requested for any educational visit that takes place during the school day; however a student cannot be prevented from taking part in the visit on the basis of a family not making any or sufficient contribution.

Where the visit is non-educational the charge cannot exceed the actual costs to be incurred. Costs can be calculated against transport, board and lodging, admission costs, costs of appropriate non-teaching staff, incidental costs of staff, materials and equipment and insurance costs.

Accounts related to off-site activities should be kept by the visit leader and checked by the school finance secretary.

## **VOLUNTARY HELP**

The use of voluntary helpers should only be permitted by the Headteacher. This permission will be based upon knowledge of the volunteers and their previous experience and training (on the job). The fact that help is voluntary does not negate the legal responsibility of those involved. DBS checks may need to be carried out through the HR office on adult helpers or adults participating on school visits (they are required for all residential/overnight visits) – hence much advance notice is needed and those intending to use voluntary help should liaise with the Head teacher as early as possible in the planning phase



### **Appendix A: trip guidance**

At Hollingbourne Primary School, we aim to offer the children a range of enriching experiences through local visits, trips, outings and events. Experiences such as these are planned on a regular basis as a way of bringing the curriculum to life, providing children with memorable learning opportunities.

Safeguarding children is a paramount concern, and as a result, the following guidance will be followed for all visits/ trips and outings.

- For local visits, the teacher/ TA must check that all children in the class have permission for local visits. If permission is not in place this must be sought from the parent.
- Although permission does not need to be sought for local visits (as it will already have been gained when the child first joins school), parents should be notified of the visit 24 hours before going via letter/ parent comms.
- For trips beyond the immediate locality (i.e. requiring transport), specific permission must be sought from parents with a reply slip which includes parental permission for anaesthetics and emergency treatments as well as parent/carer emergency contact numbers for the day.
- For any parents or staff who are offering to transport children in their cars, insurance documents must be brought into the school office and photocopied for records. Insurance must cover the transportation of children. Parents of children being transported by others must be informed of the travel arrangements before the trip to ensure they are happy with arrangements before departure. Parents transporting children on behalf of the school should be avoided at all costs, limiting safeguarding risks.
- Copies of emergency contact details for each child must be taken on all trips.
- At least one first aid kit must be taken on all trips. Where possible a trained first aider should also be allocated to each trip.
- A risk assessment must be completed and signed by the member of staff organising the trip as well as the HT/ DHT. The risk assessment should be based on a pre- visit. If the location being visited has its own risk assessment then this can be adopted by the school. However the travel arrangements will need to be risk assessed.
- Completed risk assessments should be filed in the office in the 'risk assessment' file.
- Every adult on the trip should have a copy of the risk assessment and know what it says as well as key contact numbers of staff needed in case of emergency. The risk assessment must be followed by all staff on the trip, unless the trip leader reassesses risks on the visit.
- The agreed timetable for the day must be shared with all adults on trip and then followed by all adults. If any changes are made by the trip leader or any additional instructions are given then all adults must adhere to these.
- Only teachers and TAs should supervise children in toilets.
- If the trip is severely delayed, or a major incident occurs, the leader of the trip must call school at the earliest possible opportunity using the school landline number in the first instance, or the HT mobile number.
- Any medical equipment or medicines for individual children or staff should form part of the risk assessment and be taken on the trip as appropriate.

**Trips out of area/ residential or trips involving risk such as climbing, water MUST be logged on the EVOLVE system.**

Date of visit  e

Hollingbourne Primary School

Risk assessment and risk management record

Location /purpose

Group Leader

Year groups  Ratio

Other adults:

Name	Status(School/Parent)

First Aiders:


Other equipment:

Mobile Phone
First Aid Kit
Asthma Pumps

Mobile phone carried:

Name	Number



**Off-site Activities and Educational Visits**

**Venue: Walk around the village**

Consider: site, environment, activities, group	Risk Rating	Control Measures	Risk Outcome
Roads – crossing etc.	MED	Children to walk on path at ALL times and walk in pairs within their groups accompanied by a supervising adult at ALL times. All children to be reminded of ‘Green, Cross Code’. Cross at designated and sensible points. Two members of staff to stop traffic and escort children across the road – cross in waves to prevent too much hold up to traffic if necessary. Use pedestrian crossing on Willington Street. Sufficient staff- child ratio. 1 child being given individual support.	LOW
Stranger Danger	MED	Children reminded of code of conduct when coming in to contact with members of the public – do not talk to anyone they do not know and if they happen to see anyone they do know then only talk to them in the presence of a member of staff. Children remain with their group and supervising adult at all times.	LOW
Dogs	MED	Children remain with their group and supervising adult at all times. Children to be aware that dogs may be in the street but told not to approach them and keep their hands to themselves. If approached by a dog children to stand still with their supervising adult and wait for the owner to collect their dog. Children to be briefed on not tormenting or encouraging dogs.	LOW
Animal faeces	MED	Children remain on the paths when walking. Children reminded to watch where they are walking.	LOW
Plants e.g. stinging nettles	LOW	Children remain on the paths when walking. Remind children not to touch any plants or bushes.	LOW



<b>LEA</b> <b>KCC risk assessment guidance used</b>	
<b>Establishment</b> <b>Hollingbourne Primary School ,Eyhorne St, Maidstone, Kent</b>	
<b>Emergency Contacts</b> <b>School office 01622 880270</b> <b>Out of hours contacts.(please list)</b>	
<b>Alternative Plans (due to weather etc.)</b> N/A – children advised to bring waterproof jackets.	
<b>Review comments(anything to consider for next time)</b>	
<b>Date:</b>	
<b>Visit leader (signature)</b>	<b>Date:</b>
<b>Authorising Officer (signature)</b>	<b>Date:</b>