



Off-site Visits Policy

Lionel Walden Primary School

Approved by GB:
July 2024

Review Date:
July 2026

Pupils are provided with a multitude of experiences at Lionel Walden School to deepen learning, help contextualise the curriculum and provide challenge and inspiration for all.

We appreciate the immense value of visits and first-hand experiences that bring work alive. Learning outside the classroom is not an addition to the curriculum but is integral to it and a regular part of teaching and learning. We are committed to ensuring that educational visits take place regularly and build these into our programmes of work. As an essential part of learning, every pupil enjoys frequent, continuous and progressive learning outside the classroom experiences. The school curriculum is seen as the entire planned learning experience. It includes classroom lessons, as well as special events, inter and intra school activities, visitors and trips that take place out of the classroom and beyond the school.

Taking pupils off the school site obviously brings additional risks so it is vital that each visit is planned and prepared fully. The purpose of this policy is to set out clearly the procedures to be followed when organising a visit.

This policy has been written in accordance with Cambridgeshire LA Policy for Educational Visits.

The LA and Lionel Walden Primary School adopts the Outdoor Education Advisers' Panel 'National Guidance' (NG): www.oeapng.info

The 'starting point' for this document echoes National Guidance, in that the key to effective and successful outdoor learning and off-site visits is: **the right leaders doing the right activities with the right young people in the right places at the right times.**

This guidance document, plus all forms and other resources can be downloaded from EVOLVE: www.evolve.online

All staff, including support staff, are fully aware of their role in its implementation. Staff have access to the Policy via the school's server. It is also available on the school's website for the wider school community.

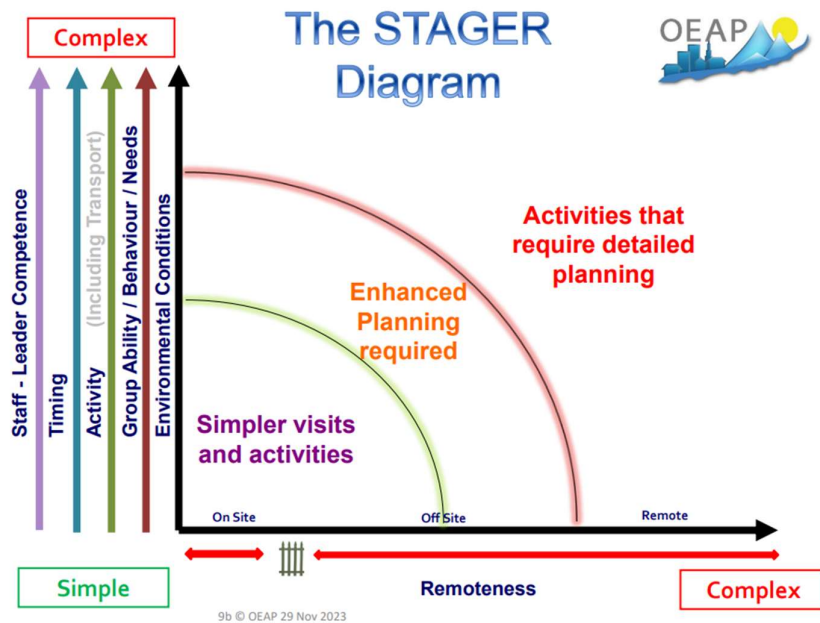
Types of Educational Visits

All off-site visits **MUST** be approved by the Headteacher and the Educational Visits Coordinator (EVC). Refer to the flow diagram (**appendix 1**) to ascertain if LA approval is also required (i.e. for residential, adventurous or water activities). The EVOLVE system automatically directs the flow for approval. EVOLVE is an online system using both national guidance and by Cambridgeshire LA to plan, process, monitor and evaluate off-site visits.

Educational visits will be evaluated using the STAGER model from OEAP <https://oeapng.info/downloads/download-info/9b-the-stager-diagram/>. STAGER stands for Staff-Timing-Activity-Group-Environment-Remoteness

The variables on the STAGER diagram take in to account the following:

- Staff Experience/training? Competent? Vetted? Approved? Staff/participant ratio? Know each other?
- Timing Time of year? Daylight hours? Likely weather/travel conditions? Availability of facilities? Curriculum constraints? Religious days/festivals? Term time/holiday? Day/evening/weekend? Cost variation? Staffing issues? Availability of support/emergency response?
- Activity Suitability? Complexity? Adventure activities? Residential? Transport? Staff/participant training? Equipment? External provider?
- Group Age? Gender? Number? Behaviour? Individual needs/abilities? Experience/training? Known to staff? Consent?
- Environment Weather? Ground conditions? Water levels? Tides? Pandemic? Accommodation? Other hazards? Disabled access?
- Remoteness Travel distance/time/cost? Routine/emergency communications? Emergency access? Overseas? Language?



We categorise activities under two general areas depending on the type of the visit is being planned.

Category A Activities:

- Journeys involving an overnight stay.
- Day visits abroad.
- Day visits involving activities or fieldwork in a coastal or mountainous environment or near water, a river, canal, lake or reservoir.
- Day visits to activity centres.
- Any activities including swimming with the exception of swimming lessons in public lifeguarded pools.

Category B Activities:

- Local surveys and fieldwork.
- Visits to local libraries, theatres, museums, exhibitions, religious institutions etc.
- Sports or recreational events as participants or spectators.

Approval Process

For any off-site activity the following procedures need to be adhered to:

Category A Activities: Details of Category A off-site activities need to be entered onto the **EVOLVE** system, either by the EVC or the Visit Leader. All event specific files e.g. risk assessments, STAGER Event Specific Form (**appendix 2**), registers, venue information, consent forms, travel information, Educational visits checklist (**appendix 3**) etc, must be completed and uploaded on to EVOLVE at least 2 weeks before the visit is scheduled to take place and in the instance where LA approval is needed, 4 weeks before. All documentation will be stored on the Office shared drive. *(See the section on Category A Activities)*

Category B Activities: Where visits are within the local area, our Local Area Risk Assessment can be used as a starting point for planning. A STAGER Event Specific Form (**appendix 2**) will need to be completed to personalise the visit for each group. The Educational visit checklist must also be completed (**appendix 3**). Check parental consent for the trip has been given. All completed documentation must be seen by the EVC or Headteacher before a local trip is authorised. Documentation will be stored on the Office shared drive. *(See the section on Category B Activities)*

Responsibilities

There are different roles that staff must be aware of regarding educational visits. They are outlined as follows:

Headteacher (Mr Steve Abey):

To ensure the proper management of all educational visits in accordance with the school policy and LA guidelines.

Educational Visits Co-ordinator (EVC) (Mr Steve Abey):

To help fulfil the schools health and safety obligations for visits, an EVC must be appointed for all schools in England. The EVC acts on behalf of the Headteacher and must attend training to remain up-to-date with legislation and guidance.

Functions of the EVC are to:

- Be the principal contact with the LA over visits planned by the school.
- Be involved in the planning & management of educational visits including adventure activities led by school staff.
- Ensure that an appropriate policy is in place for educational visits and that this is updated as necessary.
- Keep appropriate records of educational visits and to make these available to the LA to ensure that educational visits meet the LA's requirements including those of risk assessment.
- Assign competent people to lead or supervise visits.
- Assess the competence of leaders and other adults proposed for a visit.
- Organise the training of leaders and other adult's goings on a visit. This will commonly involve training such as first aid, hazard awareness etc.
- Work with a Visit Leader to obtain the consent of parents and to provide full details of the visit beforehand so that parents are fully informed.
- Organise the emergency arrangements and ensure that there is an emergency contact.
- Keep records of individual visits, including reports of accidents and 'near misses'.
- Review systems and monitor practice.

The EVC must assess the competence of a member of staff wishing to lead a visit. The following will be considered with this assessment:

- a) What experience has the leader in leading or accompanying similar or other visits?
- b) Is the leader competent in planning and managing visits?
- c) What are the leader's reasons for undertaking the visit?
- d) Is the leader an employee of the local authority?
- e) Does the leader have the ability to manage the pastoral welfare of participants?
- f) Does the leader exhibit sound decision making abilities?
- g) What experience has the leader of the participants he/she intends to supervise?
- h) What experience has the leader of the environment and geographical area chosen?
- i) Does the leader possess appropriate qualifications?
- j) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- k) If leading adventurous activities, has this been 'approved' by the LA?
- l) Is the leader aware of all relevant guidelines and able to act on these?

The EVC has the right to appoint an alternative leader if the planned leader is assessed as being incompetent to lead a visit.

Visit Leader:

Ensures the educational visit is planned in accordance with the school's policy and will be the designated teacher in charge during the visit. Informs the school office about changes to lunch arrangements and request in advance any packed lunches for FSM children if required. Depending on the complexity of the trip, a Deputy Visit Leader will be nominated.

Staff accompanying a visit:

To work closely with and under the supervision of the Visit Leader before and during the visit. If a TA is needed for a small proportion of SEN pupils who need 1 to 1 support, then the SENDCO must be consulted. Staff assigned to support on a 1 to 1 basis should not be included in the overall staffing ratio and their responsibility should not include the wider group.

Parent volunteers and non-school based adults accompanying a visit:

It is vital when arranging parent volunteers to give them as much notice as possible. It may be worthwhile to stress the importance of them helping in order for the trip to go ahead, to ensure the supervision ratios are fulfilled. Extra parent helpers are advised to lower the pupil to adult ratio and in case a parent is not available at the last minute. Parents are the responsibility of the Visit Leader and should be supervised when with children. **Participation by helpers is at the discretion of the Headteacher.**

Notes should be provided for helpers explaining the outline of the visit, what they need to do to help the pupils get the most out of the visit and the safety procedures. These notes should be discussed at the briefing prior to the trip leaving. The code of conduct for parents and helpers (**appendix 6**) should be shared. Volunteers should be aware of which member of staff is the Visit Leader and always assist under the general supervision of a teacher. It is a nice touch for a thank you note to be sent after the visit.

Category B activities – regular, local day visits in the UK

Preliminary visit

The Visit Leader should, where feasibly possible, make a preliminary visit to the location, unless the Headteacher has deemed that the site is known by the Visit Leader. There are two reasons for this. Firstly, to determine the programme and activities for the day and to become familiar with the site with regard to toilets, places for lunch etc. Secondly, the preliminary visit should be used to carry out an initial risk assessment. The extent of planning required is related to the complexity of the visit.

Event Specific Notes (risk assessment)

EVOLVE provides a means of recording planning during the planning phase, and enables the EVC and Headteacher to contribute to, support, and monitor the activity. The extent of planning required is related to the complexity of the visit.

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Many aspects of planning will normally already be in place in the form of existing policies and guidance. These, in conjunction with the EVOLVE Visit Form, completed online, may be sufficient for a particular visit, as it is not necessary to repeat generic policies on EVOLVE.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the EVOLVE Visit Form itself, and any appended notes and/or attachments.

Visit planning includes consideration of the question: 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. The STAGER Event Form, alongside the Visit Checklist, should be used to guide the planning and assessment of risk.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for managing the activity. It is good practice to obtain the provider's risk assessments for the venue/activity but the responsibility for creating these for externally led activities lies with the provider since they should be aware of the risks involved with the type of activity/location etc. Asking for risk assessments allows the school to be aware of potential risks involved and hence plan accordingly.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option. Consideration to potential unexpected issues should be part of the planning process.

It is good practice to involve pupils in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.- this is endorsed by HSE in Principles of Sensible Risk Management

The common issues to consider are:

1. Is the adult to child ratio adequate? This can depend on the place being visited or the nature of the visit. It is always better to err on the side of caution and if in doubt consult the Headteacher/EVC.
2. Are there any behaviour, medical or SEN issues regarding the pupils being taken on the trip? It may be necessary to inform the venue or take additional adults. If a child has a physical disability, then access issues must be explored and you may need to contact parents separately.
3. Are there any dangers on the roads? If pupils are walking anywhere, routes need planning with care and roads crossed at the safest point, usually at a crossing. Pupils should walk two abreast with an adult at the front, the rear and, if possible, in the middle.
4. On transport all seats must have safety harness or equivalent. Staff must ensure that they check, and assistance given where needed, that belts are fastened before any departures. If public transport is being used, pupils where possible, must remain seated and within eye of their Visit Leader.
5. Is there a risk at the venue? There are many considerations such as how the pupils will be supervised or is the venue open to the public. Pupils may be working with equipment that poses a threat and some venues such as a visit to a farm or a theme park will pose their own risks.
6. Where will lunch be eaten and where are the toilets? Lunch needs to be eaten in a safe place. Pupils should always ask an adult if they need to go to the toilet and report back on their return. Ideally, an adult should accompany them and wait outside the toilet door. Where public facilities are being used, pupils must not be allowed to use a toilet alone. It is advisable for an adult of the same sex to escort a group of pupils to the toilet at one time with the adult ensuring that they keep the group together.
7. What steps should be taken to ensure pupils do not get lost? Frequent head counts should take place throughout the visit, particularly on arrivals, departures, on boarding and after leaving transport. Pupils should know what to do in the unlikely event of being separated from the party. They should be told of a meeting place in the case of older pupils or they should approach a police officer, member of staff at the place being visited or a transport worker in a uniform who can take the appropriate action. The pupils must be counted before setting off and counting must be on-going at regular intervals throughout the trip. No transport must ever depart without two members of staff independently counting and agreeing that all pupils are accounted for.
8. Does the weather pose a risk? Depending on the time of year the weather could create different risks. If it is hot and the pupils are outside then they should be told to bring a hat and sunscreen. If it is cold then they should wear warm clothes. Icy or very wet conditions could be a risk especially if pupils are walking.

Effective level of supervision

Appropriate supervision must take place at all times during visits. The ratio may vary depending on the circumstances of the place being visited, pupils in the class, experience of staff etc. Professional judgement must be used when deciding the appropriate level and suitability of staffing for the visit.

At Lionel Walden, we always try to provide, using parent helpers to assist where possible, 1 adult for 6 children for day trips. The Visit Leader on the trip is responsible for the supervision of parents. Teachers are expected to use professional judgment and assess risk. For example, allowing a lone parent to go into the toilets with children would be considered a risk.

Parents should have written instructions about timings, groups, contact numbers and code of conduct. There are not rigid rules to follow but teachers have to exercise professional judgment.

The Headteacher must be sure that all adults involved are competent and able to perform their role effectively.

Insurance

All educational visits are covered with an insurance policy that covers accidents, injury, loss and damage to property every time pupils and staff leave the school site. This cover will only be valid if the educational visit is planned in accordance with the school's policy and approved by the EVC.

Helpers are insured for Third Party Liability. Personal Accident and loss of personal possessions are not covered.

Behaviour

As a school activity, behaviour and conduct should be within normal school rules and expectations. Staff must ensure that all participants are told and understand what is expected of them. Any rules in place should be explained prior to the visit and reemphasised as appropriate during the visit. Pupils should be quiet and respectful of others on public transport. Dress should be appropriate for the activity. School uniform should be worn where possible.

Emergency or a delay in return

Should a problem arise or there is a delay in the planned return, the Visit Lead will contact the school. In the case of out of hours, the designated person should be contacted. The Senior Leadership Team will make the decision whether and how to inform parents of any delays. **In an emergency, to avoid any confusion or misinformation, all communication to parents must come through the designated person, usually the Headteacher or Deputy Headteacher.**

First Aid

For all visits there should be a member of staff with an in date first aid qualification.

The nature of the visit may indicate that a higher-level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed. Based on the nature of the particular visit, the EVC (or visit leader) will make a professional judgement regarding the level of first aid required. All first aid administered must be recorded in the visit first aid book and transferred, upon return to the school, to the main first aid book.

The school first aid bag must be taken on every trip. All medications will be carried by designated members of staff. All staff should be informed about pupils who are on or liable to need medication. This is particularly important in the case of pupils who suffer from asthma, epilepsy, diabetes or pupils who have a serious allergy and may need to carry an EpiPen.

Should an accident be deemed due to a health and safety risk on the visiting premises, then the Visiting Lead must inform the management of this.

Mobile phones

The Visit Leader is responsible for ensuring that the school mobile phone and charger is taken on trips. The school mobile phone is available for collection from the school office. The number may be given to parents, depending on the situation and authorised by the Head. Staff should not give out personal mobile numbers to parents or carers. Staff may carry personal mobile phones on school trips but these must only be used as a means of staying in contact with other staff members. They must not be used for photography or communication with parents. Any contact with parents must be done via the school mobile phone.

Photography

The Visit Leader is responsible for keeping an updated list of children who cannot be photographed and ensure that they are not included in any photograph during the visit. Only equipment authorised by the school may be used to photograph pupils. The school has access to iPads that may be taken and used for photography purposes. Upon return, the photographs can be used as appropriate, but the iPad should be cleared of photos as soon as practically possible.

Coach travel

Pupils **MUST NOT** sit in the front seats on either side of the aisle or the back seat that faces the aisle. Seat belts should be on all coaches. Staff must ensure that they check, give assistance where needed and that belts are fastened before any departures.

Bookings for coaches are only made through the school office. A list of reputable companies that the school has used in the past is available at the school office. It is the Visit Leader's responsibility to manage all aspects of the booking. Should there be any change to arrangements for the booking, it is the Visit Leader's responsibility to notify the school office and to ensure that all appropriate changes are reflected in the booking arrangements.

Car travel

Where a private (staff or parent) car is to be used to transport pupils by request of the school, this should be approved by the Headteacher. A copy of the insurance, driving license and the form pertaining to car travel must be completed and signed by the Headteacher (**appendix 4**) and should be retained on record. Parental permission for those travelling in the vehicle must also be obtained. For safeguarding and safety reasons, two adults are required to travel in a car when transporting children. Children must be seated in the rear seats where possible and appropriate approved car seats used where necessary. Please see <https://www.gov.uk/child-car-seats-the-rules> for the law on the use of child car seats.

Educational aims

All visits must have clearly defined outcomes. These must be identified when seeking approval for the activity and they must be given in correspondence to parents/carers when informing them of the trip. Preparatory and post visit work should be planned to enhance the experience.

Medical or Dietary Needs

This information should be gathered prior to the trip and in writing. If the trip is a food related trip or has activities involving food such as food tasting, then it is important to gather information on dietary requirements and allergies. If a child requires any medicines administered during the trip, the parents/carers will need to consent to this.

Parents/carers should be asked to complete and sign:

- A consent form.
- A medical and dietary information form.

These forms may be circulated electronically or via paper copies. All information should be accessible during the duration of the trip and by the Visit Leader at all times.

Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Farm visits

Staff should ensure outcomes are balanced with all reasonably practicable safety precautions. Refer to National Guidance document 7g *Farm Visits* which can be accessed through Evolve.

Swimming

LA approval is not required if qualified lifeguarding is provided at a public pool. Currently, the school uses the George Campbell Leisure Centre for class swimming and employs the use of a qualified swim teacher and lifeguard.

If lifeguarding arrangements are not provided at the pool, then the Visit Leader will bear the full responsibility for ensuring swimming safety and approval to lead the activity will be required via EVOLVE.

Water-margin activities

These are activities that take place in or near water – such as a walk along a riverbank or seashore, collecting samples from ponds or streams, or paddling, or walking in gentle, shallow water (gentle means hardly moving at all and shallow means up to the knees of pupils).

All staff involved in water-margin activities should be conversant with the guidance contained within National Guidance document 7i *Group Safety at Water Margins*. This document is available in the documents section of EVOLVE.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary. LA approval is not required for water-margin activities, but the leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC and/or Headteacher.

Water-based activities

With the exception of swimming in publicly lifeguarded pools, water-margin activities and tourist boat trips for which young people would not wear personal buoyancy, all other forms of water-based activities are regarded as adventurous activities and require LA approval.

Exclusion from trips

A child is only excluded from a trip if they pose a health and safety risk by attending a trip. Any exclusion must be authorised by the Head and parents or carers informed. Parents or carers must be given the opportunity of attending a trip with their child in order to manage the risk. Exclusion from trips is not to be used as a punishment as trips are used as part of learning. Work should be provided by the class teacher for any child who does not attend a trip.

Category A visits – residential stays

All of the considerations for a Category B activity trip will apply, as well as the specific points below.

Adventurous - using an External Provider

All adventurous activities require LA approval and the EVOLVE system will alert the Visit Leader if this is the case.

The responsibility for the safety of participants in an adventurous activity will rest with the external provider. To confirm that all aspects of the operation of the provider are satisfactory the school must confirm that the provider holds an LOTC Quality Badge www.lotcqualitybadge.org.uk or that a Provider Form (available on EVOLVE) has been satisfactorily completed by the provider.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

Residential trips

Preliminary visits are an important and legitimate part of planning and any reasonable expense incurred can be charged against the total cost of the visit. Many companies offer preliminary visits at reduced or no cost. The Visit Leader should keep full written notes and evaluation of the following:

Accommodation

Check that the sleeping areas are adequate for the needs of the group. It should offer: adequate ventilation, reasonable toilet and washing facilities, heating and lighting, enough storage space for personal belongings and sufficient room between bunks/beds to allow easy movement (particularly in the case of an emergency). There must be separate male and female sleeping and bathroom facilities for pupils and adults.

Permanent centres should also provide a separate area for unwell visitors and sleeping areas should be clean and tidy.

Check facilities for washing/drying clothes and storing outdoor equipment.

Find out about meeting rooms, work bases and evening/recreational areas.

Ensure that the kitchen and dining facilities are sufficient for the numbers involved and particularly if your group is selfcatering, that there are sufficient facilities for safety, health and hygiene.

There must be security arrangements that stop unauthorised visitors.

Staff/instructors for activities

Check that there are written operating procedures for each activity and ask for written evidence of the qualifications and experience of the staff leading activities. Many centres use their own in-house training but be aware that the quality of this can vary.

Special risks on or near the site

Find out about hazardous areas, i.e. chemicals, storage pits/tanks, dangerous animals, areas of water or drops/heights.

Supervision

Visit Leaders and school staff remain responsible for the wellbeing of their party members at all times, although the centre has a duty too, particularly during activity sessions. Discuss and confirm with the centre staff the level and type of supervision that they will undertake.

The roles, duties and expectations of accompanying staff and helpers should be clearly defined and understood so that everyone involved is clear about what they will be expected to do. This should be done through formal meetings rather than on an ad hoc basis. This is particularly true for inexperienced staff and adult helpers who may not appreciate that residential visits require a great deal of commitment and goodwill if they are to be successful.

Careful consideration should be given to supervisory ratio to ensure that sufficient staff are available for supervision at all times. To implement this, a ratio of staff to child of 1:10 would be needed for all visits abroad. Supervisory places should only be available for members of staff or designated supervisory adults.

At least two members of staff should accompany any group abroad, one of them clearly designated as Visit Leader. A mixed group should be accompanied by male and female adults. The Visit Leader should be an experienced teacher and should be satisfied that there is sufficient experience and expertise in the accompanying staff team.

Adults other than members of staff (e.g. husband or wife, youth worker, parent, student) may usefully accompany the group but ultimate responsibility for the pupil's welfare and safety lies with the teachers involved and in particular the Visit Leader. Adults may only accompany the party as supervisors if they have no other commitment throughout the whole of the visit. Wherever possible, a second teacher should be designated as a deputy leader, be fully associated with the planning and organisation of the visit and be prepared to take responsibility for the group in case of an emergency.

During the visit, the staff should be given 'down time' periods where they will not be expected to directly supervise the pupils. During these periods of 'down time' other members of staff should be responsible for the supervision to the group.

Supervision of pupils on the journey and in foreign centres

Accompanying staff must accept responsibility for the good behaviour of the group both on the journey and while abroad.

It will greatly ease supervision if each accompanying adult takes responsibility for a sub-group, with the Visit Leader or deputy being personally responsible for any pupils who are at greater risk than others. Each sub group leader will naturally have a list of the young people in his/her group, while the Visit Leader has a complete list. Impress on everyone that if lost, they should go for help to a public building (shop/museum) or find a person in uniform and not approach passers-by in the street.

Great emphasis should be placed on traffic risks abroad, particularly when crossing roads. Work should be done on this before the visit, with reminders when in the foreign country (e.g. mandatory use of recognised crossings).

Transport and equipment

If the centre transport is to be used it must be in roadworthy condition. If in doubt, contact the centre manager for details on maintenance. Establishments must have an operational policy in place. All drivers of minibuses should undertake MiDAS training and keep that training current. All equipment used should be adequate for purpose. Most outdoor equipment such as helmets, buoyancy aids etc... have recognised standards and these should be met. Again, if the equipment, even to an untrained eye, appears neglected or deficient, contact the centre manager.

Support from the British Consul

The Visit Leader should, before the visit commences, obtain from the Foreign Office the address and telephone number of the British Consul in the country to be visited and thus be assured of help from an English-speaking person with knowledge of local services and regulations and access to emergency funds. In the event of death or serious injury to any member of the party, the British Consul should be contacted immediately and they will inform the Foreign Office.

General considerations

If possible, visit the centre when another group is in residence so that the activities can be seen or other group leaders consulted.

Remember that whilst safety is obviously paramount, it is also necessary to consider the quality of the programme offered in terms of educational content and participant involvement.

Collect promotional material and take photographs, which can be used to recruit and inform staff and displayed at a parents' meeting.

In return, confirm any verbal arrangements in writing. Inform the Headteacher for the preliminary visit went and what impressions and knowledge you gained.

Additional Considerations for Overseas Visits

For all visits it is essential that consideration is given to the following:

- a) Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.
- b) Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
- c) Transport systems have been assessed as safe for use.

The visit leader should consider the relevant country information from the Foreign and Commonwealth Office website: www.fco.gov.uk (from the home page select 'Travel Advice'). All relevant FCO information should be circulated amongst the staff team. For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid EHIC (European Health Insurance Card). See www.dh.gov.uk. EHIC cards should be collected in and kept by the Visit Leader for quick access in case of need.

Travel arrangements through the British Council will need to be made for pupils without a UK passport or passport or ID card for countries in the European Union. The application for 'List of Travellers' document should be made at least two weeks before the visit and should be signed and include photograph of each pupil who needs to be on the List.

Parents

Parents need to be fully informed of the type of visit proposed. This is best done through an initial letter followed by a parents' meeting at which they should be informed the following:

- Reason and purpose of the visit.
- Nature of the programme (this must include details of all activities).
- Nature of supervision arrangements.
- Expectations of behaviour (code of conduct).
- Method of travel, including names of coach companies, airlines.
- Insurance arrangements.
- Cost and method of payment.
- Pocket money and arrangements for giving it out.
- Address and telephone number of venue.
- Type of accommodation e.g. bunks, shared facilities.
- Clothing requirements via a kit list (stress that clothing and other possessions should be clearly marked).
- Emergency contact telephone number.
- Expectations for the sharing of photographs and updates on the trip.

This information should be confirmed in writing and parents/carers should then be asked to complete and sign:

- A consent form.
- A medical information form.

A booklet, information folder or letter can be very useful for both parents/carers and participants.

In addition to the information above, participants also need to know about:

- The implications of communal living in terms of tolerance, chores, conduct towards others etc...
- The purpose and aims of the visit.
- The nature of any specific work to be undertaken.
- Work/training which is necessary before going.
- How spare time might be used.
- Expectations of conduct.

On arrival

On arrival at a staffed residential centre, the Visit Leader should meet the centre manager or someone of similar status and agree any routines and regulations that have not been previously given.

The Visit Leader should ensure that any requests or stipulations agreed prior to the journey (e.g. leaders' qualifications, fire regulations, first aid arrangements etc...) still apply.

Define the limits early – remember the group is new to the site – explain boundaries/limitations. Say what you want but do so only after consultation with the centre manager, and leaders of other parties if appropriate.

Explain duty rotas and procedures in relationship to the site.

Emergencies

The Headteacher will ensure that there is a system in place for dealing with emergencies.

Fire evacuation

Precautions:

All premises with fire certificates should have fire routine notices. All exit routes from sleeping accommodation should be clearly indicated. Ensure that all members of the group understand them – do not take it for granted that they will read them without prompting. If necessary, read the instructions to them.

Obtain advice from the management on the means of escape available and investigate ALL means of escape to ensure that they are adequate and unobstructed. Emergency exit doors need to be checked to ensure that they can be readily opened from the inside. Check on the fire alarm call point positions.

A leader of responsible age is appointed to each dormitory with a reliable torch if emergency lighting is not provided.

A fire drill is held during the first day for the new visitors.

A suitable assembly point should be established.

The arrangements for calling the fire brigade are adequate and understood and that someone has the duty to make such a call on hearing the alarm where there is no member of the permanent staff holding this duty. This person knows the location of the telephone and the full address of the building/camp to enable prompt response by the fire brigade.

All occupants are familiar with emergency procedures and escape routes.

In the event of a fire:

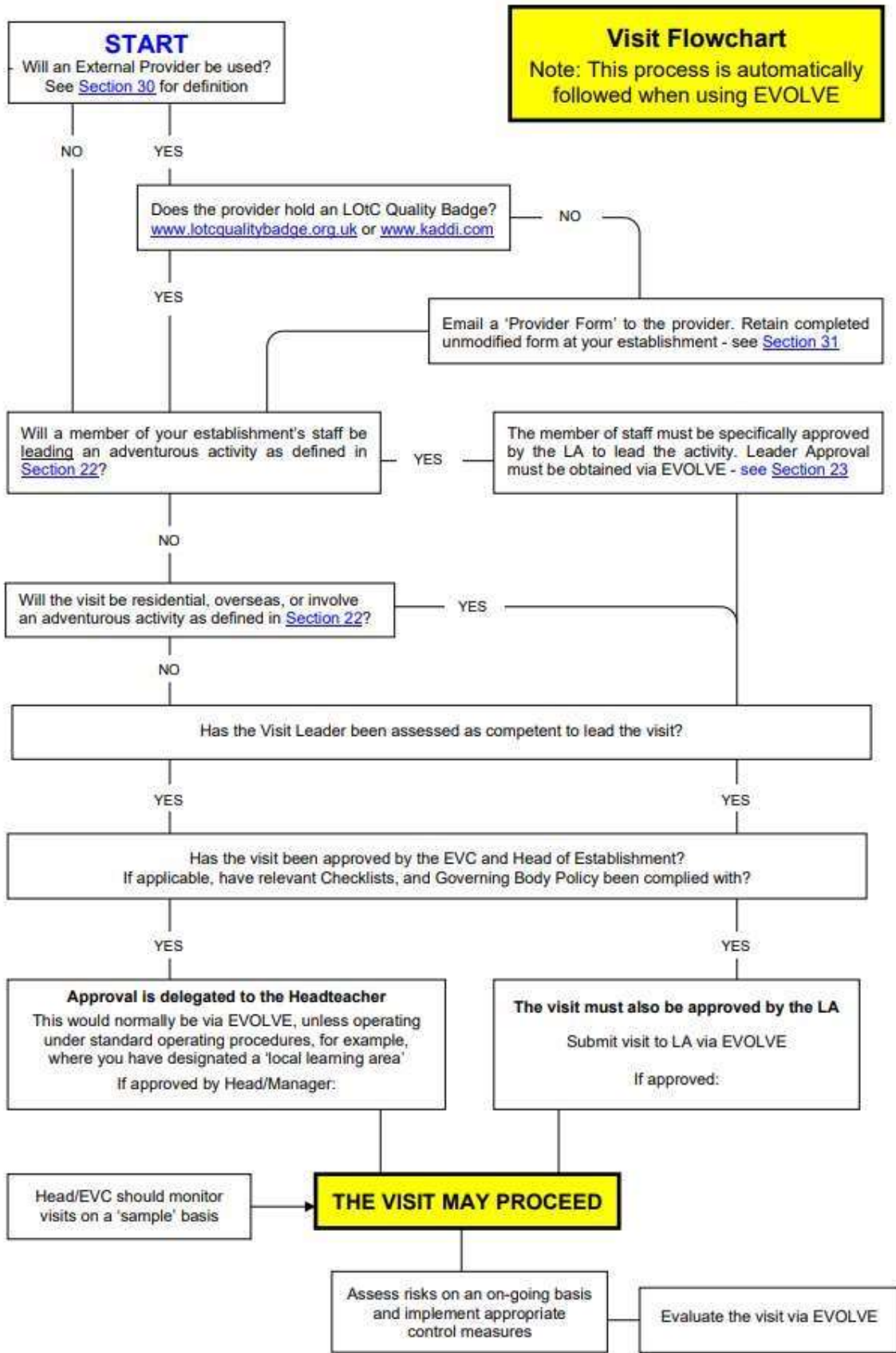
- Give priority to the evacuation of persons in your group.
- If it is safe to do so, check that those in your group have heard the alarm and are evacuating the premises.
- Do not use the lifts.
- Do not attempt to collect baggage, valuables etc...
- Check that all persons are accounted for by carrying out a roll call. Sub groups are particularly useful for carrying this out accurately and speedily.
- If any members of the group are missing, report them immediately and without fail to the Fire Officer in charge at the scene.
- On no account should any member of the group re-enter the premises to locate or attempt to rescue the missing persons after carrying out the procedure above.

Review

This policy is reviewed by staff and governors every three years. Part of this procedure will be the gathering of views from the staff, pupils, parents and governors on its effectiveness.

Parents are most welcome to view the policy on the schools' website and comments are invited from anyone involved in the life of the school.

Appendix 1



Appendix 2

EVENT SPECIFIC NOTES

What are the really important things we need to do to keep ourselves safe?

Visit details..... Carried out by Date

<p style="text-align: center;">ISSUE Consider STAGE: Staff, Time, Activity, Group, Environment</p>	<p style="text-align: center;">HOW TO MANAGE IT</p>	PARENTS		STAFF	PARTICIPANTS
Staff					
Time					
Activity					
Group					
Environment					
Other					

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here.

Appendix 3

Lionel Walden Primary School Educational Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/Visit Leader in the planning process.

In advance of the visit:

1. Have the intended outcomes of the visit been clearly identified? yes
2. Is the visit appropriate to the age, ability and aptitude of the group? yes
3. Has there been suitable preparation for participants prior to the visit? yes
4. Does the visit comply with any guidelines specific to your Establishment? yes
5. Does the visit comply with any specific LA guidelines? yes
6. If a member of staff is going to lead an adventurous activity, have they been 'approved' by the LA? yes n
7. If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see www.lotqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29) yes n/a
8. Are transport arrangements suitable and satisfactory? yes n/a
9. If residential, have appropriate measure been taken to ensure the suitability of accommodation? yes n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability yes n/a
11. Has a pre-visit taken place? yes no
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). yes
13. Have any adult helpers (non-LA employees) been approved by the Head of Establishment as to their suitability? yes n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? yes
16. Are all support staff aware of and comfortable with their roles? yes
17. Are all helpers aware of and comfortable with their roles? yes
18. If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? yes
19. Is insurance cover adequate? yes
20. Does at least one member of staff know the participants that are being taken away, including any behavioural traits? yes
21. Have participants been advised in advance about expectations for their behaviour? If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff? yes
22. Are participants aware of the nature and purpose of the visit? yes
23. Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? yes
24. Have all relevant details been issued? (e.g. itinerary, kit lists, etc?) yes n/a
25. Are staff aware of any medical needs and/or other relevant details of participants? y
26. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? yes n/a
27. Are staff aware of any relevant medical conditions of other staff/helpers within the group? yes n/a
28. Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? yes
29. Is a first aid kit (appropriate to the visit) available? yes
30. Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained? yes
31. For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts? yes n/a

- 32. Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)? yes
- 33. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? yes
- 34. Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? yes n/a
- 35. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? yes n/a
- 36. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? yes n/a
- 37. Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? yes n/a
- 38. Does any specialist equipment conform to the standards recommended by responsible agencies? yes n/a
- 39. Have all financial matters been dealt with appropriately? yes
- 40. Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? yes
- 41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA? yes n/a

During the visit

- 42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours? yes
- 43. Does the establishment office have a list of the names of all participants, including adults and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)? yes
- 44. Do staff have sufficient funds to allow for any contingencies? yes n/a
- 45. Do staff have any relevant literature, work sheets, clipboards, etc? yes n/a
- 46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? yes
- 47. Are participant numbers being checked at appropriate times? yes
- 48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? yes n/a
- 49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.) yes n/a
- 50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively? yes n/a
- 51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet? yes n/a
- 52. Do participants know what action they should take if they become separated from the group? Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? yes yes

At the end of the visit

- 53. Are appropriate arrangements in force for the dismissal of participants? yes
- 54. Has the Visit Leader reported back to the Educational Visits Coordinator? yes n/a
- 55. Has the group been debriefed and any relevant follow-up work completed? yes n/a
- 56. Have all loose ends been tied up, e.g. paperwork, finance, thank you letters, etc? yes
- 57. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits? yes
- 58. Have all staff and helpers involved in the visit been thanked for their input? yes

Use of a private car to transport young people

1	To: The Head of _____ Establishment
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I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

2	Signed: _____ Print name: _____
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3	Address: _____ _____ _____ _____
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4	Date: _____
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The LA and the establishment reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	<i>'Use by the Policyholder in connection with the business of the Policyholder'</i>
For parents and other volunteers	<i>'Use for social, domestic and pleasure purposes'</i>

Appendix 5



Code of conduct for children

This code of conduct has been written to provide a happy and safe environment for all children when they attend an off-site activity.

We will discuss the code of conduct with children before a visit to help them understand the importance of following the code.

- **I will be quiet when asked to**
- **I will take a book to read on public transport**
- **I will follow instructions**
- **I will respect and take care of others**
- **I will be polite to all I meet**
- **I will take care of my own and other people's property**
- **I will be in the right place at the right time**
- **I will not swear, tease or name call**
- **I will keep my hands and feet to myself**
- **I will behave in a way that allows all to enjoy the activity**

Ready

Respectful

Safe

Code of conduct for parents and helpers

This code of conduct is to be communicated by the Visit Leader to all adults involved in supervision during off-site visits

- **Work under the direction of a teacher**
- **Treat all pupils equally and with respect**
- **Report all unacceptable behaviour to the teacher**
- **Provide an example for good conduct you wish pupils to follow – an environment which allows bullying, inappropriate shouting or any form of discrimination is unacceptable**
 - **Respect a child's right to privacy**
 - **Do not take photographs of children and be aware of other members of the public who may be photographing the children**
 - **Maintain appropriate boundaries – avoid touching pupils**
 - **Avoid situations that compromise your relationship of trust with pupils**
 - **Do not discuss topics or use vocabulary with pupils which could not be used comfortably in the presence of parents or another adult**
 - **Do not 'take a chance' when common sense suggests another more prudent approach is safer**
 - **Do not give or share any food with children**

Contacts

EVOLVE	www.evolve.online
Education Visits Adviser	
Outdoor Education Adviser	
Occupational Health & Safety Team Leader	
Risk & Insurance Advisor	

EVOLVE

www.evolve.online

National Guidance

www.oeapng.info

National Library

www.national-library.info

Kaddi Provider Database

www.kaddi.com

LOtC Quality Badge

www.lotcqualitybadge.org.uk

**Council for Learning
Outside the Classroom**

www.lotc.org.uk

**Outdoor Education
Advisers' Panel**

www.oeap.info