



Educational Visits Policy

Date of policy:	March 2015
Date last review adopted by governing body:	09/03/2017
Frequency of review:	March 2019 or as required by Essex Evolve

Responsibility - EVC:	Helen Castell and Tracey Wilson
Date trained:	Helen Castell – December 2017 Tracey Wilson – November 2014

1. Authorisation – legal responsibilities

- The Headteacher/EVC must formally approve any educational visit or other off-site activity prior to the activity being booked
- The governing body must be kept informed and visits must be individually authorised by the governing body where this is specific in the school's educational visit policy. This would be for any adventurous or residential activities
- The EVC must: Ensure educational visits meet the employer's and school's requirements. Support the Head and Governors with approval and other decisions. Assess the competence of prospective leaders and staff. Ensure risk assessments meet requirements. Organise training and induction. Ensure parents are informed and give consent. Organise emergency arrangements. Keep records of visits, accidents or incident reports. Review and monitor practice
- The Visit Leader must: Be approved to carry out visit and be suitably competent and knowledgeable about the school and LA's policies and procedures.

2. Types of visits

Locally approved and ECC authorised: e.g.

- All visits to comply with this **Educational Visits Policy**
- All local visits/non adventurous or residential visits to be approved by the EVC
- Adventure activities, all residential trips, and trips abroad; require County authorisation via the Essex Evolve website – www.essexvisits.org.uk

3. Risk assessment

*****All visits must be risk assessed*****

- A risk assessment must be undertaken identifying significant risks and the precautions that will be implemented to reduce these risks to an acceptable level
- At least one member of staff accompanying the trip must have had a pre visit
- Where these risks are controlled by generic control measures i.e. 'codes of practice' or 'operating procedures' refer to the relevant sections of these documents
- Use of a 'provider', for example accommodation or adventurous activities, we will contact them and obtain their risk assessments for these elements of our visit
- One risk assessment may cover a programme of similar activities, provided it is reviewed at least annually and consideration is given to the needs of the individual pupils on each occasion

- All staff must be encouraged to report any safety concerns they have regarding the conduct of the visit
- Staff mobile phones can be used but a school mobile should be taken particularly to pass onto parent helpers
- It is considered good practice to have a school mobile in case of making calls to parents and also if phones break/run out of charge

4. Parental consent

- Signed parental consent must be obtained for visits
- Local trips involving walking short distances, such as visits to the church are covered by a generic form sent at the start of the academic year
- There may be a need for individual meetings with particular parents prior to visits.

5. Staffing – competence and training

- There must be a qualified teacher in charge as visit leader. He or she must oversee the selection of pupils, and the appointment and delegation of responsibilities to other staff
- All staff should be assessed for competency and training provided for visit leaders
- The staff-pupil ratio must be determined as part of the risk assessment. Staffing ratios for visits: Identify legal staffing ratios and appropriate supervision arrangements for types of visits taken: (may specify minimum school requirements based on HASPEV / COP 28 and establishment considerations)
- Considerations : SEN / behavioural / age / activity / location / transport / Visits lasting longer than one day / visits of one day or less
- Staff may include teachers, teaching assistants, or other adult helpers. The visit leader must ensure that all staff understand their responsibilities, and are competent to assume these
- County policy must be followed with regard to CRB checks
- If adults other than employees or volunteers engaged by the school take charge of pupils, assurances of competence and suitability must be obtained, following County guidelines relating to the activity
- The school reserves the right to prohibit a child from taking part in a trip if it could cause a danger to themselves or others.

6. Supervision

- Responsibility for pupils extends for the full duration of the visit, including any period of ‘down time’ when pupils are not engaged in structured activity
- The visit leader must determine when supervision must be ‘direct’ and when it may be ‘remote’
- Direct supervision – pupils remain within sight and hearing of the member of staff in charge of their group. Group leaders must know for which pupils they are responsible, and pupils must know who is in charge of their group
- Remote supervision – for example in a hotel room where staff are nearby but not physically in the room with the pupils

7. Insurance

- Essex County Council Insurance covers all pupils on Education and Off-site visits
- Non VA, Foundation and establishments not covered by ECC insurance must provide insurance cover for off- site visits
- No forms of indemnity or 'insurance waivers' may be signed without reference to the ECC Legal Service

8. Emergency planning

- Group leaders must have a means of making emergency contact with the Visit Leader at all times
- Group leaders must have a means of making contact with the emergency services if required, plus access to first aid equipment and a nominated person with first aid knowledge
- If the visit extends beyond school opening hours, two emergency home contacts must be identified, normally members of the school's leadership team. The emergency home contacts must have means of contacting Council officers in the event of a serious incident that requires additional support
- A list of pupils with parental contact and medical information must be held by the visit leader. A copy must also be left at school. Outside school opening hours, the emergency home contacts must have access to this list
- Our critical incidents plan will cover any emergencies arising from a trip

9. Summary checks

- Seek approval in principle from EVC / Line manager.
- Plan and prepare for visit.
- Complete submission form.
- Assess risks.
- Define roles and responsibilities of other staff and pupils.
- Ensure effective supervision of pupils and what they do.

Related policy areas for the establishment

- Child protection
- SEND
- Emergency planning
- Health and safety
- Staff development (training, qualification)
- Finance and insurance

Documents required:

- Parental Consent forms
- Incident / Accident Report forms
- Educational visits register – Pupils / Staff lists
- School Emergency Plan
- Emergency Contacts at Essex County Council

- Generic Operating procedures used by establishment
- Educational visits evaluation form

10. Role of governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

11. Sign-off system – flow diagram

Reason for trip

Aims & Objectives Visit Leader – seek approval in principle



EVC / Head / Governors

Type of Visit

Local Visit	Complete submission form and risk assessment	e.g. museum, church, park, etc
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Approval by EVC

Local repetitive e.g. recurring day visit	Complete submission form and risk assessment	e.g. Football matches, recurring visit to church, etc.
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Approval by EVC

Adventurous, Residential or Foreign Visit	Complete submission form on Educational visits website to www.essexvisits.org.uk	Adventurous, Residential or Foreign Visit
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At least four weeks in advance



Approval by Essex Evolve

12. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.