

Policy/Procedure/Guideline

Policy/Procedure/Guideline:	Educational Visits
Date of adoption / Local Governing Committee approval:	Sept 2022
Lead staff member:	Raz Taj
Review date:	Sept 2025

Summary of values

Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs

Casterton Primary Academy has a strong commitment to the added value of learning outside the classroom and beyond the school premises. It will seek to provide a broad & balanced range of Learning Outside the Classroom opportunities for all its students. Each year the school will arrange a number of activities that take place off the school site and out of school hours, which support the aims of the school.

Casterton Primary Academy has formally adopted, through its Governing Body, the Lancashire 'Guidance for Educational Visits' (Revised Sept 2022-25 Policy) as outlined on EVOLVE www.lancashirevisits.org.uk Further procedures have been agreed with the Governing Body to ensure that this policy is adhered to.

The current Educational Visits Co-ordinator is Raz Taj (training updated (June 202e)).

Rationale

At Casterton Primary Academy, our policy reflects our commitment to Educational Visits and ensuring they enrich the learning for our pupils.

We believe that:-

- The curriculum should meet the needs of all pupils, regardless of ability, culture or background.
- Partnership with parents has a valuable role to play in addressing the education of all pupils, and particularly those with English as an Additional Language.
- Relevant resources should be used to complement the specific needs of individual pupils, engage them and encourage them to apply their learning.
- School plays a vital role in the development of a child's self-esteem.
- Pupils have an important role to play in decisions regarding their education.
- Pupils should be encouraged to recognise their own strengths.
- Pupils should be encouraged to appreciate their own uniqueness and the uniqueness of their peers.
- Pupils need regular encouragement and praise if they are to become confident, motivated and independent learners.

We believe that the above philosophies can only be successfully practised through a whole school approach.

The revised Lancashire Educational Visits Policy and Guidelines (2019), which Casterton Primary Academy follows, are applicable from Sept 2019. It is a Controlled Document and will be reviewed in three years' time subject to legislative changes or other advice that may require an earlier review.

The Approval Procedure

The Governing Body has delegated the consideration and approval of Educational visits and activities to the Principal. The Principal has nominated the Educational Visits Co-ordinator (EVC).

Before a visit is given the go-ahead, the Principal and EVC will approve the initial plan. The Principal/EVC will also approve the completed plan and risk assessments for the visit before departure.

This will be undertaken using EVOLVE as the planning and approval system (See Appendix forms 1 and 2).

For further details and examples of Type A/B visits see Sept 22 LCC policy (2.1.5)

TYPE A (Visit approved and risk assessed by the school)

- ☐ Educational low risk off-site visits, up to one-day duration.

The following are examples of what are normally Type A visits: theatre visits, museum visits, visits to local school for an event. Some workplace visits which may involve hands on activities may be determined as Type B visits.

TYPE B (Visit approved by Lancashire Educational Visits Team)

- ☐ Educational off-site visits involving a planned activity on water, or in which the presence of water is identified as a hazard on the risk assessment*.
- ☐ Visits involving adventurous activities.
- ☐ Visits to farms and theme parks.
- ☐ Visits including overnight stay or residential accommodation.
- ☐ Visit to London City and other multi venue city visits
- ☐ Visits outside the UK, including Foreign Exchange visits.

Risk Assessment

The Visit Leader will seek to identify any significant risks from any activity that is under their control and take appropriate steps to ensure all participants are safe. Good practice precautions and safety measures will be taken and this will be recorded in a risk assessment. Teachers are responsible for overseeing the planning and risk assessment of any educational visit and this is done using EVOLVE (Appendix 2).

Staffing

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.

Staff are encouraged and supported to develop their abilities in organising and managing visits. There will be a system within the school to allow less experienced members of staff to work alongside more experienced colleagues on visits. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit. Staff will be suitably qualified and experienced for proposed activities. The school values and recognises the contribution of volunteer adults and parent/carer helpers assisting with educational activities and visits. Any volunteer will be approved by both the Principal of School and Visit Leader and is entered on the voluntary helpers list kept by the school. They will be carefully briefed on the scope of their responsibility. Where it is appropriate, the school will ensure that DBS screening is available for volunteers. The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and/or other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

SUPERVISION

DUTIES AND RESPONSIBILITIES

Responsibilities Applicable to all Staff Involved in Educational Visits

NOTE:

- (i) All staff have a duty of care for the welfare and safety of all children/ young people taking part in the educational visit.

- (ii) Every person has a duty to stop or curtail any activity when it is considered that unsafe practice has been observed.
- (iii) Every adult accompanying the visit must have a role.

All staff members should be aware of the expectations placed upon them and should appreciate the nature of their relationship to the pupils and other staff. They should fully understand and be comfortable with their role before undertaking the visit. All staff must:

- (a) Conduct themselves in a manner compatible with their own safety and with the safety and well-being of the pupils;
- (b) Inform the Visit Leader if they are unsure of their ability to perform any supervisory function requested of them;
- (c) Recognise the limits of their responsibilities and act within these at all times.
- (d) Report to the Visit Leader any concerns they may have concerning pupil behaviour or well-being during the visit.

Greater levels of responsibility will normally be assigned to teachers than to adult helpers, and a higher standard of care is expected of them.

Responsibilities of the Visit Leader

The Visit Leader must recognise that whilst leading the visit s/he is in effect representing the Management. The Visit Leader must:

- (a) Ensure the overall maintenance of good order and discipline during the visit;
- (b) Ensure that adequate arrangements are planned and implemented for the safety and well-being of all participants, staff and pupils, whilst on the visit. In respect of residential visits, adequate supervision must be provided 24/7.
- (c) Ensure that all members of staff are fully briefed as to their roles and responsibilities;
- (d) Ensure that group leaders are appointed with proper regard to their experience and competence to lead and undertake the tasks assigned to them.

The Visit Leader is also responsible for ensuring that participants conduct themselves with due respect for the environment and the local community. Visit Leaders should be familiar and act in accordance with all relevant regulations and

guidance contained in this document. Visit Leaders must inform the Principal/EVC if at any point during the planning of the visit concerns arise which lead them to feel unsure of their competence to lead the visit safely.

The risk assessment process must be seen as 'on-going' and 'dynamic'. In other words, professional judgements and decisions regarding safety will need to be made during the activity. If the control measures aren't sufficient the activity must not proceed.

RATIOS

The staffing required to run the visit safely needs to be identified through the risk assessment rather than by a simple numerical calculation of ratios. It is important to have a high enough ratio of adult supervisors to pupils/young people for any visit. The factors to take into consideration include:

The following are regarded as the minimum ratio acceptable on any visit:

- Foundation – 1 adult for every 4/5 pupils, depending on activity. Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that all children are adequately supervised and decide how to deploy staff to ensure that children's needs are met.
- Years 1-3: 1 adult for every 6 pupils
- Years 4-6: 1 adult for every 10 pupils
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IMPORTANT NOTES:

- i) A minimum of two competent adults (one of whom must be a teacher) should accompany any visit/activity. An **exception** to a teacher always accompanying a group would be for Type A small group visits, such as intervention activities. Visits such as these may be led by experienced and competent school staff, but **must** be under the supervision and direction of a qualified teacher.
- ii) If any adult accompanying the visit has their own child/ren in the party of pupils/young people, then one other adult must be added to the relevant minimum ratio. Furthermore, if it is intended that the adult should be the visit leader a suitably experienced assistant leader should be identified in the party who will be able to take over in the case of any emergency.
- iii) For residential and any visit abroad, it is strongly recommended that the ratio should not exceed 1:10. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad.

iv) For residential and any visit abroad, it is strongly recommended that for mixed groups there are teachers/workers from each sex. In circumstances where this is not possible, it should be explicit in the risk assessment of how the issue will be addressed and parents/carers should be informed of the measures taken. Some non-residential visits with mixed groups may require a teacher/worker from each sex and the school will need to decide where this is appropriate and inform parents/carers accordingly.

EMERGENCY PROCEDURES

The school will appoint a member of the Senior Leadership Team as the emergency contact for each visit. All major incidents should immediately be relayed to this person, especially those involving injury or that might attract media attention. The Visit Leader will leave full details of all students and accompanying adults on the visit with the emergency contact, including the home contact details of parents/carers and next-of kin, as appropriate. All incidents and accidents occurring on a visit will be reported back and recorded following normal school procedures for reporting and investigating accidents. The 'Post Visit Evaluation' section will also be completed within 28 days and submitted on EVOLVE which will close the visit.

FIRST AID

First aid which is appropriate to the activity being undertaken should be available and accessible at all times during Type A and Type B visits. The level of first aid cover and the number of qualified first aiders required will be identified by the risk assessment (Form 5). A first aider will always accompany any off site educational visit.

NOTES REGARDING THE MEDIA

Visit Leaders or other group members should not discuss any matter relating to the incident with the media until contact has been made with a member of the Corporate Communications Team. Referral to the Corporate Communications Team should be undertaken as soon as possible. Under no circumstances should the name of any casualty be divulged to the media.

LOCAL AUTHORITY EMERGENCY CONTACTS

In the event of a major incident contact the designated Local Authority Emergency Officer contact telephone numbers (24 hours cover). Details of which held with the EVC and available at the school and by logging into your EVOLVE account.

Equal Opportunities

All policies at Casterton Primary Academy aim to have due regard to the need to:

- * Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- * Advance equality of opportunity between people who share a protected characteristic and those who do not.
- * Foster good relations between people who share a protected characteristic and those who do not.

Visits should not take place that cannot be accessed by all children who wish to participate.

Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We can support parents and carers in many ways to get involved in their child's education.

Parents should be encouraged to ensure their child takes part in all Educational Visits where appropriate and staff should work with parents who are reluctant to give permission to allay their concerns.

Informed Parental/Carer Consent

Unless consent has been obtained, a child/young person must not take part in the educational off site visit. For all Type A visits, consent can be sought using a general consent form at the beginning of a year, or even upon registration of a young person with the school/ service. It is still a requirement that parents/carers must be informed of individual off site visits in advance, and advised where their young person will be, and of any extra safety measures or clothing required. Schools must be aware of the need for up to date medical information and must build in a way to obtain this and incorporate it into their process.

Good Practice Visit Essentials

Special Educational Needs and Disabilities (SEND)

Your school should adhere to the following principles:

- A presumption of entitlement to participate for all young people.
- Ensure accessibility through direct or realistic adaptation or modification.
- Integration through participation with peers.

It is unlawful to:

- Treat a young person less favourably because they are disabled.
- To apply a policy, practice or procedure that has the effect of disadvantaging young people with disabilities without justification.
- To treat a young person unfavourably due to something arising from their disability without justification or to fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare. Any volunteer who has not been DBS checked is never left alone with a child. For specific details of policies and procedures, please refer to the school's policy.

This policy should be read in conjunction with the school's:

- **Safeguarding & Child Protection Policy**
- **Medical Needs Policy**
- **Supporting Children with Medical Conditions**