



Hunsley Primary

Educational Visits and Off-Site

Safeguarding Policy

Version iii

This policy is applicable to Hunsley Primary, part of The Education Alliance

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Lucy Hudson, Head of Hunsley Primary</p> <p>In line with the East Riding of Yorkshire County Council documentation and Code of Practice</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Hunsley Primary Local Governing Body</p>
<p>Implementation Date:</p>	<p>March 2019</p>
<p>Review Date:</p>	<p>September 2021</p>
<p>Target Audience:</p>	<p>All Staff, Parents, Pupils, Community Users, Key Stakeholders</p>
<p>Related Documents and Compliance</p> <p>The school’s policy is to comply with the LA’s “Guidance for the Management and Leadership of Offsite Visits”. The school’s Educational Visits policy should also be read in conjunction with the other relevant school policy documents, such as the following:</p>	<p>Hunsley Primary Behaviour for Learning Policy</p> <p>The Education Alliance Trust Child Protection Policy</p> <p>Hunsley Primary Teaching and Learning Policy</p> <p>Hunsley Primary First Aid Procedures</p> <p>Hunsley Trust Risk Assessment Procedure when taking an Educational Visit</p> <p>Hunsley Trust Health, Safety and Welfare policy</p> <p>Hunsley Primary Charging Policy</p>
<p>Staff involved in the leadership and management of visits should be familiar with all relevant guidelines and policy documents, and should know how/where this information can be accessed. The LA’s “Guidance for the Management and Leadership of Offsite Visits” are accessible via the LA Educational Visits webpage http://www.eriding.net/all-ages/educational-visits/ and also online via EVOLVE, an online system for recording and approving visits.</p>	

Educational Visits and Off-Site Safeguarding Policy

Policy Contents

- **Policy Statement**
- **Purpose and Scope**
- **Roles and Responsibilities**
- **Equality and Diversity**
- **Hunsley Primary Vision, Values and Ethos**
- **Definitions, Systems and Procedures**
- **Monitoring of compliance with and effectiveness of the policy**
- **Review of Policy**

Appendix – Local Authority Model Policy

Policy Statement

This policy outlines the principles and values underpinning the expectations of The Education Alliance for safeguarding of children taking part in Educational Visits and Off-Site activities organised by staff at Hunsley Primary. It is based on the East Riding of Yorkshire County Council Educational Visits Code of Practice and Safety Guidelines, available on the East Riding website.

1. Purpose and Scope

Hunsley Primary's Educational Visits and Off-site Safeguarding Policy sets out the school's formal commitment to providing a robust framework for assessing, planning, approving and executing all educational visits in a safe and responsible manner to ensure that pupils are able to reap benefits of any educational visit in the safest practicable environment.

All offsite visits and activities (apart from work experience or college placements which are dealt with separately) that are organised and undertaken by the school are regarded as "educational visits". Whenever pupils leave the school site under the direct or indirect supervision of school staff, they are undertaking an educational visit.¹

Furthermore, educational visits are to be organised so that trip leaders, trip assistants, and any other individual involved in the arranging of such visits can do so within a structure which clearly defines the different roles and responsibilities to ensure the safety of all participants. The school believes that educational visits provide invaluable teaching opportunities which sit at the heart of the curriculum delivery model and that such visits allow pupils to see the relevance and connectivity of what they learn in the classroom and the outside environment. Such educational visits also provide for the social, physical, emotional, cultural, spiritual and mental development of pupils.

The school aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The school's headteacher and governors recognise the value and importance of learning outside the classroom, and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils².

We seek deliver our curriculum to all pupils, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our pupils and offer 'real' and immersive learning experiences in line with our Teaching and Learning Policy, we offer a range of educational visits and other enriching activities that support and inspire how children learn in school.

Hunsley Primary is committed to:

- Clearly defining roles and responsibilities for those activities necessary for the planning, approval and execution of an educational visit
- Adhering to 'best practice' standards as outlined in the guidance produced by East Riding of Yorkshire County Council
- Ensuring all educational visits are fully documented according to the guidance

¹ From the East Riding Model Policy

² From the East Riding Model Policy

- Ensuring all educational visits taking place have been checked and approved according to the guidance

2. Roles and Responsibilities

For clear definitions of the full range of roles and responsibilities relating to educational visits and off-site activities, the policy refers to The East Riding Code of Practice to be found at http://www.eriding.net/educ_visits/guidelines.shtml#codeofpractice

All staff involved in organising, authorising and delivering educational or off-site visits are advised to read and follow The Code of Practice.

The guidance on roles and responsibilities is covered in the following sections of the Code of Practice:

CP3 – Legal Framework - A summary of the legal background and the liability of managers

CP4 – Management - An overview of management roles and responsibilities

CP5 - Local Authority - A summary of the LA's role and responsibilities

CP6 – Governing Body - A summary of the Governors' role and responsibilities

CP7 – Headteacher / Manager – A summary of the Headteacher / Manager's role and responsibilities

CP8 – Visits Co-Ordinator - A summary of the Visit Coordinator's role and responsibilities

Specific Hunsley Primary Roles and Responsibilities (for details see LA Offsite Visits Code of Practice)

The Headteacher has overall responsibility for all the school's educational visits. New/Acting Headteachers should contact the LA for guidance on taking up the position, and should access training from the LA as soon as possible during their first term regarding their responsibilities with respect to the management and approval of educational visits.

If the Headteacher is absent or unavailable, Ms J Boyes, Key Stage 1 Leader, will act as the appointed deputy, and fulfil the same responsibilities regarding the management and approval of educational visits.

The School's Educational Visits Coordinator (EVC) is Ms J Boyes (Appointed and trained EVC role February 2019). The EVC oversees the planning and organisation of the school's visits, and provides advice and guidance to staff and Headteacher, including recommendations regarding the approval of visits. New EVCs should access training from the LA during their first term regarding their responsibilities with respect to the management and approval of educational visits, and should attend refresher/update training at least every 3 years.

The EVC role has administrative support provided by Mrs L Hitchin. This role involves sending out parent letters, obtaining medical details and consent forms and processing the administrative elements of each visit.

The Governing Body representative who is responsible for overseeing educational visits Mr P Hall.

The LA Educational Visits Officer is Mr Taff Bowles (tel 01482 392417) taff.bowles@eastriding.gov.uk).

3. Equality and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

4. Hunsley Primary Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

5. Definitions, Systems and Procedures

As a free school, choosing to adhere to the National Curriculum, the Curriculum Framework for EYFS and the Programmes of Study for Key Stage 1 and 2 are the basis for the themes, topics and schemes of learning for each school year. To support our enquiry-based, immersive deliver model, we plan a corresponding programme of termly visits and activities each year which inspire and form the basis of the investigations, projects and explorations we carry out.

Advice and Guidance and Training

The LA provides a range of training opportunities for staff involved in the management, organisation, and leadership of educational visits. A record of all training provided is maintained by the school Administrator.

The school ensures the following training opportunities with regard to educational visits are made available and are delivered via the LA training offer with additional LA bespoke programmes:

- Training for Headteachers
- Training for EVC (including update courses every 3 years)
- Training for Visit Organisers and Group Leaders
- Training for NQTs and new staff
- Training for TAs/others
- In-house training at staff meetings

Staff should seek advice and guidance regarding educational visits from:

- the school EVC
- the Headteacher
- the LA Educational Visits Officer
- other experts with specialist/local knowledge (e.g. National Park ranger)

Within each year's planned programmes, the teachers include educational visits and activities which support the pupils' learning. We give details of these visits and activities to parents in newsletters, letters, via email and on the school website.

Visits and activities often take place within the school day but may take place out of school hours and out of term time. The Head of Hunsley Primary approves all such visits in advance, with advice and support from the South Hunsley Educational Visits Coordinator and the East Riding Local Authority Educational Visits team.

Written parental permission

We follow the DfE and East Riding guidelines relating to health and safety and we ask parents to give written permission for their child to take part in any activity that takes pupils off the school site. If we do not receive this written permission, the child is unable to participate.

Supervision

Effective supervision is of the utmost importance in maintaining the safety and welfare of the pupils on educational visits. The ratio of pupils to adults is dependent on age and type of visit and followed in accordance with the Statutory Framework for EYFS and the ERYC Policy document. Volunteers are carefully assessed according to the Volunteers' Process and DBS Policy and Procedure and chosen only if deemed suitable.

Charging for Educational Visits and School Activities

There are some circumstances when the school can make a charge for certain activities. The school has a Charging Policy that details the full range of activities where a charge can be made. The group leader of each visit should ensure that a visit is carefully costed and budgeted. The costs of the visit should be clear to all concerned, stating how much parents are being expected to contribute.

Risk Assessment

Staff must be aware when they are on any educational visit, residential and non-residential, that they must rigorously check for any possible hazards / risks / defects.

Risk Assessments are required for each visit. A set of generic risk assessments that cover all possible visits are available to staff on the school website or from the Educational Visits Coordinator. Relevant generic risk assessment forms are reviewed, amended and agreed at the start of each academic year by all appropriate staff. Staff must ensure that they are familiar with these generic risk assessments so they are aware of agreed practice before undertaking visits.

In addition, specific risk assessments must be completed by the visit leaders for each visit to record and share information about potential hazards and precautions that may be relevant for that specific group, doing particular activities, at specific sites on that day. Completed assessments are checked and approved by the Educational Visits Coordinator and the Head of Hunsley Primary.

Emergency Plan

All educational visits must have an emergency plan and procedures to follow in the case of such an eventuality. All visit leaders should be issued with a guidance card regarding what to do in the event of

an emergency, and have access to all parent contact details. The emergency plan must be agreed as part of the submission of key documents.

Special or Medical Needs

Any special or medical needs of pupils are collated by the visit leader and supervising staff are briefed and trained accordingly. Parents are asked to give written consent to the administration of plasters and off-the-shelf first aid or medication, if deemed necessary.

Documentation detailing the specific special and/or medical needs must be taken on the trip, held by the trip leader, and the leader and relevant assistants must be aware of the needs and the documentation.

Transport

Hunsley Primary only hires those companies whose coaches are approved by the ERYC Transport Services team. In all circumstances, we ensure that all pupils travelling by coach or minibus wear a seat belt.

Training

The Educational Visits Coordinator, school leaders, visit leaders and the Head of Hunsley Primary must attend educational visits training and thereafter refresher training every three years provided by the ERYC. Advice and training for other staff (including new staff and NQTs) involved in visits is provided by the Educational Visits Coordinator or Head of Hunsley Primary during staff meetings and development sessions. Trip leaders are required to undertake more advanced training to reflect their enhanced responsibilities.

First Aid

At least one member of staff with age-appropriate first aid training will accompany all visits.

Accidents and near misses on visits must be recorded back at school, following standard procedures. These are reviewed regularly by the Head of Hunsley Primary, the EVC and the Trust Health and Safety officer (e.g. Site Manager). Any lessons learned are shared with all relevant staff and any necessary changes to procedures made.

Insurance

The ERYC Voyager Insurance covers all visits that are undertaken by the school and is deemed sufficient. However, additional or alternative insurance may be required in certain circumstances and this must be checked and verified by the trip leader via the Trust co-ordinating team / Finance Manager

Conduct and Behaviour on Educational / Off-site visits

Staff on visits are required to inform pupils that the school rules and expectations set down in the Behaviour for Learning and Anti-Bullying policies will still apply whilst off-site visits are ongoing.

Communication

All relevant contact details, as set down in the EYCC guidance, must be taken with the trip leader on the off-site visit. Staff going off site should sign out a visit mobile phone – this will usually be the team leader. In the event of an emergency during a visit, contact details for the school and nominated contact (e.g. the Educational Visits Co-ordinator) are held in the documentation pack for the particular visit.

For those educational visits that could occur either out of school hours (whether planned or because they are running late) or not on a school day (weekends, non-term time), the Educational Visits Co-ordinator or Head of Primary will keep the school's educational visits mobile to hand to ensure contact is always possible.

'Evolve' system

The Evolve system is the online educational visits system provided by the ERYC which is used as a logging and a planning tool for all educational visits. Its internet link is noted at the beginning of this document. The portal and the document ensure transparency and a systematic approach which can be tracked by the East Riding and accessed by the school and Trust leaders.

Planning and Approval

All Educational Visits must be logged on the Evolve system by the proposed trip leader who must have their own Evolve login. All necessary and relevant documentation must either be attached or referred to specifically on the Evolve visit entry. The Head of Hunsley Primary and Educational Visits Co-ordinator to review the Evolve entry prior to approval being granted for the trip. The Evolve form will be subject to rigorous checking before any approval is given by the Head, EVC or Local Authority.

To supplement the online Evolve documentation, each educational visit must follow the guidance in the current Education Alliance 'visits pack', copies of which are held in the Main Office.

Documentation

Three copies of any Educational Visit documentation must be created. One copy is to be lodged with the Educational Visits Co-ordinator, one with the School (and/or passed to an agreed third party, e.g. Finance Office, Premises Team) should the visit occur out of school term time) and one copy taken on the visit with the team leader.

6. Monitoring of compliance with and effectiveness of the policy

There is a requirement to review the policy every two years, so that we can take account of new rules and procedures relating to Educational Visits. We will review our policy in line with East Riding guidance.

To assure quality of standards, the Head and/or the EVC will accompany selected visits each year to monitor and evaluate real practice and to assist with the review of policies and procedures.

Staff are encouraged to express any concerns regarding the organisation and management of visits in writing to the Head and these will be dealt with in line with the relevant HR policies.

- The LA Educational Visits and Outdoor Learning Consultant at ERYC, or a member of the team, may also carry out a monitoring visit during the off-site activities to observe and evaluate whether due process is being adhered to.
- The Head of Hunsley Primary and EVC will complete the Manager Review (an audit of the school's educational visits policies and procedures, accessible online via www.eriding.net/educationalvisits) and share the findings with the Governors and the LA Educational Visits Officer. This will normally be completed at least every 3 years. Proposed actions in response to the review will be carried out in accordance with the target completion dates stated on the Review Form, and will be reviewed annually by the EVC, Head and Designated Governor.

Records of visits are kept in the Office and are retained for a designated period in line with the Trust policy.

The **Hunsley Primary Local Governing Body** must ensure there is final approval of the policy and procedure, and that the policy and procedure are both implemented fairly, consistently and objectively.

The **Head of Hunsley Primary** is responsible for overseeing the introduction, implementation, monitoring and review of this policy and its application in all Hunsley Primary Educational Visits and Off-site Activities.

7. Review

This policy will be reviewed within 2 years of the date of implementation.

Appendix – taken directly from the LA Guidance and Model Policy

The following should be read in conjunction with the corresponding chapters in the LA ‘Guidance for the Management and Leadership of Offsite Visits’ and provide additional information and policy statements that are specific to the school:

1. Planning and approval procedures

Visits should be recorded, checked, and approved in accordance with the following procedures:

Category 1 - DAY VISITS (ROUTINE)

Local visits that take place frequently or regularly throughout the year, or over a specific period of time (e.g. a series of six weekly visits) e.g. visits to local library/swim pool/away sports matches.

Category 1 visits should be recorded using Evolve.

Category 1 visits should be checked and approved internally by the Headteacher (with EVC support)

Category 1 visits should be submitted for approval **at least 2 weeks in advance of the first of a series of visits.**

Category 2 – DAY VISITS (NON ROUTINE)

One-off or occasional visits e.g. day visit to York Minster/Scarborough Sea Life Centre

Category 2 visits should be recorded using **EVOLVE**.

Category 2 visits should be checked and approved internally - by the Headteacher (with EVC support)

In addition, the Governing Body are informed each term of visits that have taken place.

Category 2 visits should be submitted for approval **at least 2 weeks in advance of the visit.**

Category 3 – UK RESIDENTIAL VISITS

Visits that involve one or more nights away from home in UK or Overseas.

Category 3 visits should be recorded using EVOLVE Online

Category 3 visits should be checked and approved:

- Internally - by the Headteacher (with EVC support), and
- Externally – by the LA Educational Visits Officer

Category 3 visits should be submitted for approval **at the beginning of the academic year.**

Category 4 – OVERSEAS VISITS

Residential or day visits to any place outside England/Scotland/Wales.

Category 4 visits should be recorded using EVOLVE Online

Category 4 visits should be checked and approved:

- Internally - by the Headteacher (with EVC support), and
- Externally – by the LA Educational Visits Officer

Category 4 visits should be submitted for approval **at the beginning of the academic year.**

For visits with significant financial commitment, initial “Outline Approval” should be obtained before firm bookings are made.

If any of the above 4 types of visit involve what may be regarded as “High risk activities or environments” they **MUST** be given an additional subcategory “A” classification:

Sub Category “A” – HIGH RISK ACTIVITIES and ENVIRONMENTS

All day visits, or residential or overseas visits that involve hazards that are significantly different or more serious (in terms of severity and/or likelihood) than might normally be encountered in everyday or school life e.g. a weekly climbing day visit = 1A, a day visit to dry ski slope = 2A, a residential stay at outdoor centre = 3A, an overseas trekking expedition = 4A. All Sub Category “A” visits should be recorded using EVOLVE Online. All Sub Category “A” visits should be checked and approved:

Internally - by the Headteacher (with EVC support), and
Externally – by the LA Educational Visits Officer

All Sub Category “A” visits should be submitted for approval **at the beginning of the academic year**

For visits with significant financial commitment, initial “Outline Approval” should be obtained before firm bookings are made.

All staff who lead visits are required to **input their own information and assurances on EVOLVE Online.**

All staff who organise and lead visits are **required to have their own EVOLVE username and password.** Staff can request their own EVOLVE username/passwords by **contacting the school office and EVC.**

2. Visit objectives

All educational visits should have a defined purpose, with clearly stated, justifiable educational objectives, or else they may not be approved, and may not be covered by the insurers.

3. Selection of young people

Every effort is made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, gender or religion.

4. The Overall Group Leader/Visit Organiser

The Overall Group Leader must be assessed and approved as suitable and competent to fulfil their role and responsibilities by the Headteacher.

- **Overall Group Leaders should preferably have been an Assistant on several previous visits, and ideally been a Deputy Leader on at least one of those visits**

Headteachers might require Overall Group Leaders of more complex and demanding visits (e.g. ski visits or overseas expeditions) to have much broader leadership experience and training, for example training pertaining to the specific activity to be undertaken.

5. Deputy, Assistant and Volunteer Leaders

Visits normally require a Deputy Leader who is able to deputise, and take full responsibility for the Overall Group Leader, if necessary. Assistant Leaders should be chosen carefully, and must be assessed and approved as suitable and competent to fulfil their roles and responsibilities by the Headteacher, EVC and Overall Group Leader.

Leaders should consider carefully the implications of family members being present and the possible complications that might arise.

The school has a responsibility to ensure that all adults involved in the supervision of children during school-related activities (including visits) are suitable people to work with children, and pose no threat to the young people in their care. Concerns about possible child abuse or poor practice by a member of staff, volunteer or other adult should be reported immediately. Young people on educational visits should at all times have ready access to a competent adult who has an appropriate level of first aid training. This normally requires at least one of the group's leaders to have an appropriate and current first aid qualification (6-8 hours of emergency aid training is the minimum training recommended for leaders on educational visits)

Parent volunteers who take part in supporting groups of staff and pupils during Educational Visits will have been through a full safeguarding check and induction prior to being involved in visits. Each case will be individually reviewed prior to the visit taking place.

6. Staffing selection and supervision ratios

Effective supervision is of the utmost importance in maintaining the safety and welfare of the children on educational visits. The LA's "Guidance for the Management and Leadership of Offsite Visits" provide recommended minimum staffing ratios, but the choice of staff and the decision regarding ratios is still a matter of judgement for the Headteacher, after consultation with the EVC and Overall Group Leader (and LA Ed Visits Officer, if necessary), as part of the risk assessment and management process. It is generally good practice to have at least two adults accompanying any off-site experience so that there is some flexibility and reserve capacity if things go wrong. For overseas visits, at least 3 adults should normally accompany the group, as additional reserve capacity and flexibility are often vital in these circumstances. Particular consideration should be given to staffing levels and qualifications required for visits that involve adventurous/high risk activities, and those that involve indirect or remote supervision.

7. Selection and suitability of accommodation or venues to be visited

As part of the overall risk assessment process, and in keeping with their legal duty of care, the Overall Group Leader must take reasonable steps to check that any accommodation (e.g. youth hostel) that is used, and any venues (e.g. castles or museums) that the group plans to visit, are suitable, satisfactory, and acceptably safe. Many organisations now have websites or supply teacher information packs that provide all reasonable assurances regarding standards, or have obtained a Learning Outside the Classroom "Quality Badge". However, if necessary, the Service Provider Enquiry Form (EV2) can be sent to the manager of a place of accommodation or venue to be visited, requesting signed, written assurances regarding their safety management systems and operating procedures. When planning a visit, the Visit Organiser (and other group leaders) should, wherever possible, undertake an exploratory visit to inspect and familiarise themselves with the accommodation to be used and venues to be visited.

Wherever possible, the school will expect the visit leader to have visited the venue and run through safeguarding and risk assessment checks prior to the visit. Where possible the leader of the visit should also have personally made contact with the staff at that venue if relevant prior to the event.

8. High risk activities and environments

Leaders who organise visits that involve high-risk activities and environments must be aware that such visits normally require a greater degree of planning and preparation by virtue of their complexity and unpredictability. All Category 1 and 2 (Day), Category 3 (UK Residential) and Category 4 (Overseas) visits that involve high risk activities and environments are classified as subcategory "A" and must be recorded on EVOLVE, and approved by the EVC, Headteacher, and Local Authority. Leaders and other supervisors must be sufficiently competent to supervise pupils in the activity/environment. Competence derives from knowledge, experience, training and personal qualities and may be evidenced by holding the relevant National Governing Body (NGB) award where appropriate.

The school keeps a record of staff qualifications, training and leadership experience. This is stored for the purpose of monitoring visits **on the EVOLVE online database**.

Visit Organisers should plan alternative activities and venues to cater for possible changes in circumstances (e.g. worsening weather or rising river levels), and all staff should be aware of these possible contingencies. The EVC will sometimes ask to see and check these plans.

The EVC and Head will monitor the details kept in EVOLVE regarding staff qualifications, training and leadership experience to ensure that they are u-to-date and relevant.

9. Risk assessments and management

The school has a legal duty of care for its young people, and must therefore give careful consideration to the hazards involved during an educational visit, and ensure that risks are managed at reasonable and acceptable levels. Every visit must therefore be subject to a suitable and sufficient risk assessment that identifies all significant hazards. The Visit Organiser should undertake an appropriate risk assessment for each visit, and this should be shared/discussed/agreed by all visit leaders (including new leaders and volunteers) before the visit takes place. Appropriate written evidence of this process should be provided.

The process of risk assessment should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise. A set of written generic risk assessments and a blank specific visit form are available via EVOLVE Online.

All relevant generic risk assessment forms are reviewed, amended, and agreed by all relevant staff at the start of each academic year and - if required - for new types of visits that are planned later in the year. If amendments to these forms are deemed necessary at any time (for example, following lessons learned from an incident or following suggestions of improved control measures), then these generic forms will be amended and agreed accordingly.

Generic forms are stored for all staff to review at any time in the school shared network area and staff are encouraged to refer to and discuss these before each visit.

New leaders/volunteers are asked to read all relevant forms and add their signed agreement before assisting with the leadership of a visit.

An additional specific visit risk assessment is normally completed by the visit leaders for each visit to record and share additional information about potential hazards and precautions that may be particularly noteworthy for that specific group, doing particular activities, at specific sites on that visit. If there are no issues to add beyond those mentioned on the generic forms, this fact should still be recorded as evidence that due consideration has been given. The specific visit risk assessment should also normally state which generic forms are relevant and have been referred to, and a note should be added if any control measures

agreed previously on the generic risk assessment forms are not considered applicable or will not be complied with for that visit.

Staff also complete individual risk assessment forms as relevant for pupils with additional requirements or SEND. These are shared with all members of the team attending the visit.

Completed assessments are spot-checked/approved by the school EVC.

10. Insurance and finance arrangements (including charging arrangements)

The Headteacher/EVC/Overall Group Leader must ensure that adequate insurance arrangements are in place for all educational visits, and Group Leaders should check carefully that the scope and level of cover provided is adequate for each visit. Visit Organisers should also check that any external service providers have sufficient public liability cover (normally at least £5 million).

The Visit Organiser and school EVC should ensure that:

- each visit is accurately costed and budgeted for
- adequate allowances are made for additional unforeseen costs and changes in circumstances;
- financial plans – especially for more complex and committing visits – are checked over and agreed first by the Headteacher before financial commitments are made
- for visits that involve substantial commitment financially (e.g. overseas expeditions), no firm bookings or financial commitments are made until the visit has been agreed and received “Outline Approval” by the relevant authorities
- the costs of the visit are made clear to all concerned (including parents), including how much will come from school funds, and how much each parent will be charged or asked to contribute
- money collected for visits is kept in a separate school account, and secure systems are in place to ensure that money is accessed and accounted for correctly.

Charging arrangements (for more details see Hunsley Primary Charging Policy)

No charge may be made in respect of any activity that is deemed to take place in school hours. An activity is deemed to take place during “school hours” if 50% or more of the activity, takes place within school hours. If more than 50% is deemed to be outside of school hours then a charge may be made for “optional extras” only. For residentials, a school trip is considered to have taken place within school time if the number of school sessions missed by the pupils amounts to half or more of the number of half days taken up by the activity. The school will not charge for:

- any activity undertaken as part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential trip
- transport provided in connection with an educational trip during school hours.

The school may ask parents for voluntary contributions towards the cost of these visits, but it must be clear that any contribution is genuinely voluntary.

The school may charge for activities that are provided wholly or mainly outside school hours, as long as these activities are optional extras (see details in the school charging policy) but any charge made in respect of individual pupils will not exceed the actual cost of providing the optional extra activity, divided equally by the number of pupils participating. The costs of the visit should be clear to all

concerned, stating how much will be given from other school funds and how much parents are being expected to contribute. The school will normally make a charge for board and lodging on residential trips, and ask for a voluntary contribution towards transport and specialist instruction for certain activities.

Those pupils in receipt of free school meals are exempt from the cost of board and lodging during residential visits.

11. Overseas visits

All overseas visits (Category 4) require Local Authority approval as well as School in-house approval. Because of the additional complexity and financial commitment involved, staff planning overseas visits should seek outline approval for the visit at an early stage from all the relevant authorities, before parents or the school make commitments. It is good practice, wherever possible, for the Visit Organiser to make an exploratory visit to a location. If this is not reasonably practicable, then the Visit Organiser should gather sufficient appropriate information and assurances (via website/teacher pack) about the location and facilities. The level of staffing required for overseas visits should reflect not only the direct supervision needs, but also the contingency plans made for emergencies. It is not uncommon for a member of staff to need to return home early or to accompany a group member to hospital. The Overall Group Leader must ensure that the party is covered by comprehensive insurance that covers all travel and all planned activities. It is recommended that pupils carry a note in the relevant foreign language in case they get lost to help re-unite them with the group. For exchange visits, appropriate safeguarding/child protection checks should be made on the host families, whether in the UK or abroad. New organisers of ski visits, overseas expeditions, or other complex overseas visits should obtain specific training and guidance from the LA before organising a visit.

12. Transport

As part of the overall risk assessment process, the Visit Organiser must take reasonable steps to check that any transport used during the visit is suitable, satisfactory, and acceptably safe, and that any specific Local Authority or legal requirements are met. Leaders should be familiar with, and comply with the Local Authority's "Driving at Work policy", Visits Guidance (see chapter 12), and generic risk assessments that give detailed recommendations for all standard forms of transport.

The school hires coaches/buses from **companies whose safety management systems and operating procedures have been checked and assessed as suitable using the 'Coach/minibus hire company enquiry EV3 form'**

For the safe supervision of pupils on coaches/buses, group leaders are required to:

- **sit in various locations, spread throughout the coach**
- **sit near emergency exits**
- **carry a first aid kit and the school mobile phone**

The Headteacher must ensure the safety of pupils travelling by private car, and should:

- risk assess and decide if the driver is suitably qualified, experienced and competent, and carry out suitable child protection/safeguarding checks, if appropriate;
- inform parents and obtain their written consent (this may not be possible in emergencies);
- gain assurance on main points of reference – insurance, licence, roadworthy, seatbelts, etc;
- ensure that drivers are aware of any specific requirements (e.g. compulsory use of seatbelts – individual school policies may require the use only of full 3-point seatbelts)

- ensure that drivers are aware of their responsibilities and school procedures (e.g. use of seat belts, keeping to speed limits etc).
- drivers have appropriate insurance – inc business cover for employees

For visits that require the use of staff cars, drivers must:

- have business insurance
- be assessed as competent and suitable by the headteacher (using the Driver Validation form)

For visits that require the use of parents' or volunteers' cars. Drivers must:

- be assessed as competent and suitable by the headteacher/manager (using the Driver validation form)
- sign to say their car is roadworthy, taxed and insured
- be part of a recorded pool of drivers who have been assessed and approved (including child protection/safeguarding checks, if appropriate).

For visits involving the use of the students' own cars (if applicable):

Any private arrangements between pupils are not covered by school control, but if pupils are used as drivers on official school visits the same arrangements as above will apply for transporting pupils. However, by the nature of their age, these drivers will be inexperienced, and there is a significantly higher risk. The school will only use this option where the Headteachers has been assured of the suitability of the driver and vehicle. The parents of the passengers and of the driver must be fully informed and give their written consent.

Particular caution should be applied if a pupil (e.g. a sixth former) is the driver.

For visits involving the use of minibuses (if applicable):

The school follows National and Local Authority regulations and guidance, and all minibus drivers have been assessed and approved by the LA Transport Services (from Sept 2008, all new minibus drivers are required to successfully complete the MiDAS courses, and existing minibus drivers will be required to complete the MiDAS course at least once every 4 years).

13. Parent/Guardian information and consent

The Overall Group Leader and EVC must ensure that parents/guardians are provided with appropriate and sufficient information about all visits. The amount of information and method of provision will depend upon the type of visit planned and the assessed level of risk involved. Parents/guardians of each pupil on a visit are asked to complete and sign a written consent form, whether it be an annual "rolling" consent for routine visits, or specific consent for a particular visit/activity. There is no legal requirement to obtain parental consent for visits/activities during normal school hours but it is nonetheless good practice to inform parents and seek consent for any activities that parents might be particularly concerned about.

Any special/medical needs of pupils are collated by **the school Administrator and Visit Leader** and supervising staff are briefed and trained accordingly. Parents are asked to give written consent to the administration of plasters and off-the-shelf first aid/medication, if deemed necessary. Medical information and consent forms can be obtained from **the school Administrator**. Parents should be clearly informed of the arrangements and responsibilities for collecting a pupil after a visit. The Visit Leader and school Administrator must obtain parent contact details for all pupils on the visit.

To contact parents and ensure contact details are up-to-date and personal data is managed according to the school policy, the school Administrator will use the school Newsletter for passing on generic information about events; ParentMail and email for secure contact with individual parents; and telephone and ParentMail to communicate with parents for late returns or incidents.

Staff are informed in person and via risk assessment processes about medical and special needs.

14. Staff briefing and emergency procedures

It is important that all staff (including volunteers) involved in the leadership of a visit are fully briefed about each visit. Staff should be aware of their expected roles and responsibilities before, during and after a visit. Group leaders should be aware of emergency procedures and how to obtain outside assistance or contact the emergency services if required. Part of the planning for emergencies must involve the recording of one or more Emergency Home Contact(s) who should be available at any time during the visit. The Visit Organiser must ensure that group leaders have immediate access to the emergency contact details of the school managers and the parents of those on the visit. A properly equipped first aid kit is always available to staff during school visits and must be checked and taken on all visits. The school first aid kits are stored **in agreed secure locations in school. Specific medication for individual children is stored in a secure place within the relevant pupils' classrooms.** All staff should be made aware of the conduct and behaviour expected of them during the visit, particularly in regard to issues such as smoking and alcohol use.

Staff are not expected to bring personal mobiles on visits in accordance with the school Safe Use of Multi-Media Statement. Emergency contacts, emergency arrangements, staff roles and responsibilities are stored in a secure place (e.g. using a secure device, password protected) which is maintained by the Visit Leader and Deputy. A corresponding file is kept in the school Office to ensure ease of contact and speed of response in an emergency situation.

15. Briefing and preparation of young people

Providing relevant information and guidance to pupils is an important part of preparing for all school visits. Pupils should be briefed about safety arrangements and what clothing/equipment should be brought. Leaders must ensure that pupils clearly understand what will be considered unacceptable behaviour or conduct, and the consequences of non-compliance. "Buddy systems" are an effective means of promoting safety and welfare within the group. During any time that remote supervision takes place the visit leader must ensure that pupils are aware of the supervision and emergency contact arrangements, and that they have the necessary skills, maturity, responsibility, knowledge and equipment to operate safely as an independent individual/group. Pupils should be briefed what to do in an emergency, or if they become separated from the rest of the group. It is good practice to teach pupils how to recognize dangers and manage risks sensibly.

16. Documentation (and visit records)

The EVOLVE database will store key elements of Category 3,4 and "A" visit details securely and indefinitely. Other visit details are scanned and stored on the school network. Copies of other supporting documentation (e.g. risk assessments) are stored and retained in the school's central "Educational Visits" file by the school Administrator in accordance with the school's data storage policy. This information is stored until such time that the Headteacher decides that all issues/ incidents arising from the visit have been dealt with fully. If no significant incidents occurred during the visit, the school disposes of the paperwork in accordance with the school data management policies and procedures. If a

minor incident occurred during the visit, the school disposes of the paperwork after the agreed designated period for the Trust. If a significant incident occurs during a visit that could be investigated at a later date, all relevant details are retained securely for the Trust designated time period.

17. Visit Approval

Low risk day visits (Cat 1 and 2) are approved in-house by the Headteacher (with EVC guidance and support) using EVOLVE Online.

Day visits involving high-risk activities or environments (Cat 1A or 2A) are approved by EVC/Headteacher/ LA, using EVOLVE online.

UK and overseas residentials (Cat 3 and 4) including those involving high risk activities or environments (Cat 3A and 4A) are approved by EVC/Headteacher/LA using EVOLVE Online

The Visit Organiser must carefully check all visit forms before submitting for approval.

18. Visit approval status and feedback

The procedure for Managers (Headteacher/EVC) to notify the Visit Organiser of approval decisions and to give feedback involves:

For low risk day visits (Cat 1 and 2) email feedback is given via EVOLVE.

For high-risk day visits (Cat 1A and 2A) – an email is automatically generated via EVOLVE Online and sent to the visit organiser after the final decision has been given. At any time, the visit organiser can access and view all approval decisions and any feedback given by accessing EVOLVE Online (see “View All Visits”)

For residential/overseas visits (Cat 3 and 4) and those involving high-risk activities/environments (Cat 3A and 4A) - an email is automatically generated via EVOLVE Online and sent to the visit organiser after the final approval decision has been given. At any time, the visit organiser can access and view all approval decisions and any feedback given by accessing EVOLVE Online.

If a visit is not authorised or only given “Outline Approval” by a manager, they must give reasons for their decision and state clearly any changes that would be necessary

If a visit does not obtain the correct level of approval, it may not be covered by insurance.

19. Amendments to visits

If there are significant late changes to visit plans that have already been approved or submitted for approval, the Visit Organiser must notify all relevant approving authorities (EVC/Headteacher/ Governors??/ Local Authority) of these changes, and ensure that their additional consent is given. There should be a clear system for the notification and approval of amendments to visit plans, so that there can be no misunderstanding or confusion by any parties involved.

For low risk day visits (Cat 1 and 2) amends are made by notifying the EVC and Headteacher in writing and adding the comments to the EVOLVE form comment bank.

For all Cat 3/4/A visits recorded on EVOLVE, there is a clear procedure for recording amendments. For significant amendments that require further consideration and approval, the EVOLVE system requires

visit organisers to request a return of the visit by managers. They can then amend the form and resubmit it after the amendments have been completed.

20. Post visit review and evaluation

It may be helpful for Visit Organisers, on return from a visit, to review the visit with the EVC and/or Headteacher and, where appropriate, to record any examples of good practice and lessons learned that might assist with the planning and leadership of future visits. In particular, it is important to record and review any accidents, incidents, or near-misses (i.e. dangerous incidents that nearly happened, but fortunately didn't). It is important that details are recorded as soon as possible after an incident whilst they are still fresh in the memory, preferably with signed witness accounts. Visit Organisers should take copies of the Accident Incident FORM (AIF) and the Accident Incident Investigation Form(AIIF). Accidents, incidents, or dangerous occurrences must be recorded and reported in accordance with the Council's accident and incident reporting procedures – these forms are distributed by the school Administrator.

Post-visit reviews and evaluations can be recorded and stored on EVOLVE using the downloadable form (VGA 20.1) in the LA's "Guidance for the Management and Leadership of Offsite Visits".

Post visit reviews and accident/near misses records are reviewed immediately after each visit by the Headteacher and EVC. Any lessons learned are shared with all relevant staff, and any necessary changes to procedures made.

After any major accident, the school will undertake a review of the incident and their emergency procedures, and will share the findings with the Local Authority for the benefit of other schools. Staff are encouraged to express any concerns regarding the organisation and management of visits in writing to the Headteacher, and these will be taken seriously and dealt with in confidence. If necessary, issues will be considered further by the Governing Body. Significant incidents and issues of concern should also be brought immediately to the attention of the LA Educational Visits Officer and Safety Services.