

WOODBIDGE SCHOOL

EDUCATIONAL VISITS POLICY DOCUMENT (including EYFS)

CONTENTS

1. Objectives
2. Responsibilities
3. Planning outline
4. Issues to be raised
5. Types of visits
6. Paperwork
7. Emergency Procedure
8. Useful References
9. Annex A – Guide to completing the school’s educational visits forms via the Evolve online system.
10. Annex C - Parental requests for special travel arrangements
11. Annex D – Guidance on documentation, vehicle maintenance and safety for staff using their own vehicles to transport pupils.
12. Annex E - When are DBSs checked required for accompanying non-staff adults on educational visits?
13. Appendix 1 – Supervision ratios
14. Appendix 2 – Serious incidents away from the school grounds

I. Objectives

Woodbridge School educational visits policy is based on and in line with National Guidance for the Management of Outdoor Learning, Educational visits and Learning Outside the Classroom (NG).

The national guidance website is: <http://oeapng.info/>

Links to NG are contained within this document.

These links offer visit leaders additional advice and guidance as required, and leaders should use their own judgement in conversation with the EDUCATIONAL VISITS COORDINATOR as to whether they need to take measures additional to those covered in the School procedures as written

The objectives of this policy document are to:

- ensure that all educational visits are educationally valid
- outline the legal requirements and responsibilities
- provide a mechanism for the approval of all educational visits
- provide a planning outline for all educational visits and assistance to organisers
- cover issues of health and safety that might arise with educational visits
- cover the different types of educational visits by the School
- provide a means of recording all educational visits

This is a working document.

Definitions:

Educational visits: Any visit made by a pupil beyond the confines of the Senior School, The Woodbridge School Prep

Visit: Any School activity by one or more pupils off-site.

Supervisor: any adult authorised by the Head

2. Responsibilities

Governors

As employers they are legally responsible for the health and safety of participants on educational visits. The Governors should

- ensure that there is in place a written procedure for educational visits which participants should follow;
- provide for the assessment of the risk of activities and the introduction of measures to control those risks;
- ensure that mechanisms are in place to inform employees about these measures;
- satisfy themselves that systems are in place to confirm in the case of each educational visit that the risk assessment has been carried out, that appropriate safety measures are in place and that training needs have been addressed;
- ensure that systems are in place to ensure that the educational visit has an educational purpose and that the educational visits procedures are being complied with;
- Require that they are informed about less routine educational visits well in advance.

Refer to NG: [Member of a Management Board or Governing Body](#) and [Management Board and Governor Check List](#)

Head

The Head should ensure that the visit leader is competent and that the educational visits policy is complied with. This is delegated day to day to the EDUCATIONAL VISITS COORDINATOR. If the Head is taking part in the visit then they should follow the instructions of the visit leader. This applies to anyone in the SLT.

Refer to NG: [Headteacher](#) & [Head or Manager Check List](#)

Teachers

Teachers should take care of their own and others' health and safety, co-operate with their employers over safety matters, carry out activities in accordance with training and instructions, and inform the employer of any serious risk. Teachers and other staff (all visit supervisors) have a common law duty to act as any reasonable prudent parent would do in the same circumstance.

Visit Leader

One adult should have overall responsibility for the visit which includes the health and safety of the participants. The visit leader is appointed by the Head.

The visit leader should:

1. Obtain the Head's, or their nominated deputy's, prior agreement before any educational visits visit takes place.
2. Follow the School's Educational visits policy.
3. Appoint a deputy
4. Ensure that all supervisors are vetted.
5. Define each additional supervisor's role and tasks and ensure they are fully aware of what the visit involves.
6. Be able to control and lead pupils of the relevant age range.
7. Be competent to instruct / supervise pupils in the activities.
8. Be familiar with the location where the visit is taking place.

9. Actively promote and champion safeguarding issues in accordance with the School's policies and procedures.
10. Ensure adequate first aid provision.
11. Undertake and complete the planning and preparation of the visit including the briefing of participants and parents.
12. Provide adequate information about the visit to allow parents to decide whether to send their child on the visit
13. Assess the suitability of the pupils for the visit.
14. Ensure that the supervision ratio is appropriate.
15. Ensure that an Evolve form is submitted.
16. Ensure that nominal rolls are accurate.
17. Ensure that risk assessments are complete, for example almost all trips will have generic risk assessments for travel, medical and weather, which the Visit Leader will need to tailor to the event. If the core activity is of a hazardous nature or has some hazardous elements to it, then specific risk assessments for each of its elements are required.
18. Ensure that all supervisors are aware of risk assessments and emergency procedures.
19. Ensure that all supervisors have details of all participants' special educational and medical needs.
20. Brief parents and pupils on their responsibilities.
21. Ensure that there is appropriate insurance for the visit
22. Be able to stop any activity or visit if deemed unsafe.
23. Ensure that any volunteers are DBS checked as per the school's safer recruitment policy and procedures.

Refer to NG: [Visit or Activity Leader](#) and [Visit Leader Check List](#)

Visit Supervisors, Including volunteers.

Visit supervisors should:

1. Be clear about their roles and responsibilities during the visit.
2. Be aware and follow School Educational visits policy.
3. Follow the instruction of the visit leader.
4. Speak to the visit leader if they are concerned about Health and Safety at any time during the visit.

Refer to NG: [Assistant Leaders](#) and [Volunteer adult helper](#)

Pupils

The visit leader must make it clear to pupils that they must:

1. Not take unnecessary risks
2. Follow the instructions of the leader and other supervisors at all times during the visit.
3. Dress appropriately for the activity and behave according to School Rules
4. Be sensitive to local codes and customs especially when abroad
5. Be aware of Health and Safety and tell the leader or supervisor of any concerns.

Refer to NG: [Young People Check List](#)

Parents

Parents should be able to make an informed decision on whether their child should go on the visit. They should read all the written information and be invited to appropriate briefing sessions. For overnight visits parents must complete the online Evolve consent forms, provide up to date information about their child's emotional, psychological and physical health, and provide emergency contact numbers for the duration of the trip.

Parents must agree the arrangements for sending a pupil home early and covering the associated costs.

For boarding house pupils the Director of Boarding, or their representative, will complete the consent forms, ideally in consultation with the guardians or parents.

Refer to NG: [Parents and Guardians](#)
[Parent and Guardian Check List](#)

Educational Visits Coordinator (EDUCATIONAL VISITS COORDINATOR)

The role of the EDUCATIONAL VISITS COORDINATOR is to:

1. Support and advise the visit leader
2. Support and advise the Head and Governors in their responsibilities re Educational visits.
3. Check and confirm the evolve forms with the visit leader and in conjunction with the Head / Deputy Head / nominated deputy.
4. Check and confirm educational visit risk assessments with the visit leader, paying particular attention to safeguarding issues.
5. Assess the competence of the leader and other supervisors in conjunction with the Deputy Head or Head.
6. Confirm the emergency contact procedures with the visit leader.
7. Assist in induction and training for educational visit leaders and supervisors.
8. Keep records, monitor and review the School's Educational Visit policy and educational visits and report to the school's committee of governors.

Refer to NG: [EDUCATIONAL VISITS COORDINATOR Responsibilities](#) and [EDUCATIONAL VISITS COORDINATOR check list](#)

3. Planning Outline

STAGES

OUTLINE APPROVAL

This approval must be gained before any contact with pupils and parents

1. Read Educational visits Policy Document.
2. Consult Head, Deputy Head, Calendar organiser, and EDUCATIONAL VISITS COORDINATOR. This consultation must include the visit's objectives, dates, staffing, duration, venue and activities, likely number, age, gender of the pupils involved, equipment/resources, and an outline budget. (For many one-day visits this will be achieved through the calendar meeting.)
For all residential educational visits outline approval must be submitted via Evolve to the EDUCATIONAL VISITS COORDINATOR one term before the visit.

DETAILED PLANNING

This must include:

1. Venue suitability for group/activity
2. Leaders and supervisors
3. Pre visit where necessary
4. Risk assessments: Generic, Specific, and Ongoing
5. Formulation of a plan B with appropriate risk assessments
6. First Aid
7. Transport
8. Finance
9. Emergency procedures
10. Insurance
11. Contact with venue and/or activity provider
12. Advertising the visit
13. Obtaining parental consent
14. Briefing all participants and parents
15. Arranging supervision appropriate to the visit
16. Consult the 'Guide to completing the school's educational visits forms'.
(Annex A to this document)

Refer to NG: Visit leader checklist [Visit Leader Check List](#)

SUBSTANTIVE APPROVAL

This involves the submission of an Evolve form to the EDUCATIONAL VISITS COORDINATOR.

POST-VISIT EVALUATION REPORT

In its simplest form this may be announcing the sports results but for more significant visits then a more detail critique is required, including reporting any incidents and accidents to be sent to the EDUCATIONAL VISITS COORDINATOR.

The EDUCATIONAL VISITS COORDINATOR will meet with the visit leader after the visit to talk through where the visit can be improved.

4. Issues to be raised

Competence of the Visit Leaders and Supervisors

The Head should ensure that the Leader is competent to lead the visit by assessing the Leader's experience, knowledge and appropriate qualifications relating to the visit. This assessment is delegated to the EDUCATIONAL VISITS COORDINATOR.

Refer to NG: [Assessment of Competence](#)

Duty of Care

Negligence arises through failure to conform to the School's Educational Visits Policy and not following best practice guidelines. Charges of negligence will be easier to refute if:

1. The leader was competent and/or qualified to lead the visit
2. Appropriate and adequate supervision was provided
3. All reasonable steps had been taken to ensure the safety of the environment and equipment
4. The participants had been taught about the need for safety and had been warned against foolhardiness in a manner appropriate to their age, intelligence and experience
5. The participants had been prepared and trained for the activity
6. The activity and the manner in which it was carried out were compatible with the regular and approved practice
7. A comprehensive risk assessment had been carried out, documented and communicated to all concerned
8. Parental consent has been sent and received via Evolve. (residential visits only)
9. Leaders were aware of any special needs within the group and taken appropriate action. Safeguarding issues are held as paramount
10. All procedures were carried out following organisational guidelines
11. Incidents were handled without undue delay, following the Educational visits policy
12. Records were kept of all the activities during the visit and ongoing risk assessments documented.

Refer to NG: [Underpinning Legal Framework and Duty of Care](#)

Transport

The Visit Leader must consider and include in the risk assessment:

1. Passenger safety
2. Length of the working day, driving hours and length of the visit
3. Competence, qualification and training of the driver
4. The type of journey(s), and likely traffic conditions and weather
5. Action in the event of breakdown
6. Appropriate insurance cover
7. Journey time and distance
8. Stopping points for refreshment and comfort breaks
9. Supervision
10. Only use an authorised provider if hiring vehicles.

The Driver is legally responsible for the vehicle during the visit.

Refer to NG: [Transport general considerations](#)

Supervision on transport

The Visit Leader is responsible for the group at all times, including maintaining good discipline. The driver should not normally be responsible for supervision unless a small number of older children are involved and it is a short journey.

When assessing the level of supervision the Visit Leader needs to consider:

1. Nature of transport, e.g. double-decker bus
2. Safety on road crossings
3. Safety on transport when pupils are able to roam, e.g. ferries
4. Booking transport so group can travel together
5. Safety at pick-up, drop-off, and rest points
6. Safety of group in the event of an accident
7. Travel sickness and other travel related problems

During the journey, the Visit Leader needs to ensure that:

8. Head counts are carried out when the pupils are getting on and off the transport
9. A supervisor has responsibility for checking safety equipment e.g. wearing of seat belts
10. Pupils understand that they do not have access to the driving area at any time

School Minibus

Visit Leaders and supervisors must be aware of and abide by the School's Minibus Policy.

Refer to NG: [Transport in minibuses](#)

Private cars

Drivers must ensure their passengers' safety, that the vehicle is roadworthy, and that they have appropriate licence and insurance cover for using their car on School business.

Ideally drivers should not be left alone in the vehicle with a pupil. The School Insurance covers employees using their private cars for School business provided that the person holds a licence to drive the vehicle and is not disqualified from holding a license. Exclusions are racing, speed testing, pace making or competitive driving, or the carriage of passengers for hire or reward.

Note: Pupils are not allowed to use their cars to transport themselves and/or others to and/or from School on a School visit (the School could be held liable for the competence of the driver and the road-worthiness of the vehicle).

Only in exceptional circumstances may pupils use their cars for a school activity where their journey can be considered to be commuting, eg on a Saturday going to and from home to a venue other than school, or in an evening (but the journey must start from home and return to home), and these will be made clear to them. The school will always provide appropriate transport from school for pupils for these types of non-standard school events and never oblige them to use their own cars (though they may opt to, by prior arrangement with the organising member of staff)

as this would also be deemed business use, regardless that the journey may be a commute from home. Parental permission must be gained by visit leaders before pupils are allowed to use their own cars on an educational visit.

Refer to NG: [Transport in private cars](#)

Hire transport

The school office will book any hire transport and will ensure that it is appropriate for the journey. Professional operators are legally required to be licensed. In the case of coach and bus companies they should have the appropriate public service vehicle licence. Fitted seatbelts must be worn.

Refer to NG: [Transport general considerations](#)

Media

In the event of media contact then liaison must be made with the Head.

In the event of an emergency all media enquiries must be made through the Head at School. NO comment should be made to the media by any of the visit leaders, supervisors, or pupils. **The name of any casualty should not be given to the media.**

The best response is politely to direct all enquiries to the Head passing on the number.

Communication with parents

Parents must be informed in writing of any educational visit unless it is a regular part of the School curriculum which parents have already been informed about through the School contract.

Parents must be provided with sufficient information in writing so that they can make an informed decision about allowing their child to participate.

Visit-specific parental consent must be gained for all educational visits which are not covered by the initial School contract. Therefore this will include non-routine visits, adventure activities, visits abroad, other residential visits, and remote-supervision activities.

Written parental consent should be gained on behalf of any pupils using a private car. The visit leader should ensure that parents are able to contact their child via the school contact in the case of an emergency at home.

Refer to NG: [Consent](#)

Insurance

The visit leader must confirm with the Director of Operations that the School's Insurance policy covers the visit and its activities. If in the unlikely event it doesn't then alternative arrangements must be made. Attention must be given to the possibility that a second policy may invalidate the first primary cover.

For example insurance should cover:

1. Employers' liability
2. Public liability
3. Personal accident cover for all of the participants
4. Cost of medical treatment
5. Cost of rescue and repatriation

6. Damage to or loss of hired equipment
7. All activities
8. Transport and accommodation in the event of an emergency
9. Compensation for cancellation
10. Compensation for loss of luggage and personal effects including money
11. Legal assistance in recovery of claims
12. Failure or bankruptcy of the external provider

WITHOUT APPROPRIATE INSURANCE NO ACTIVITY OR VISIT CAN TAKE PLACE

Refer to NG: [Insurance](#)

Finance

The visit leader must ensure that the visit is financially viable and that the budgeting includes all foreseeable costs. Parents must be made fully aware of any costs they will incur, and given accurate indications of those they may additionally incur, such as those necessitated by early return. Letters to parents must not go out until the visit leader has met the financial accountant and budgeted the visit correctly.

Use of external providers

The visit leader must ensure that external providers follow best practice and in the case of adventurous activities (defined as caving, climbing, trekking and water sports) that they are legally licensed. Safeguarding issues are paramount.

British Standards Institute has produced BS 8848 and this should be used as the benchmark to assess the quality of the external providers. Ideally they should conform to this best practice standard.

If a provider is part of a nationally accredited provider assurance scheme then there should be no need to seek further assurances about the areas that it covers.

The use of an external provider does not absolve the visit leader and supervisors from responsibility; they have the final decision over any aspect of the visit, not the external provider. They must be prepared to step in at any time to stop an activity.

Refer to NG: [Assessing an adventure activity provider checklist](#)
[Preliminary visits and provider assurances](#)
[Provider led study and sports tours](#)
[Using armed services providers](#)
[AALA Licensing](#)

Water

Activities based on or near to water are the cause of a high percentage of the accidents on educational visits; extra vigilance and supervision is required. Any visit must include a specific parental consent for any water-based activities.

Swimming in a pool, sea or any other body of water must **not** take place unless the appropriate risk assessment has been completed **prior** to the visit, appropriately qualified lifeguard(s) is/are present and that at least one lifeguard has the appropriate local knowledge. There must be NO sudden change of plan on the visit, no matter how tempting.

Water sports are adventurous activities and must be appropriately assessed and insured.

Refer to NG: [Group Safety at Water Margins](#)
[Natural water bathing](#)
[Swimming pools](#)

Duty Rota

The visit leader should organise a duty rota for the visit ensuring that there is always at least one member of staff on duty at any time, and, if it is a mixed visit, ideally one of each sex. No member of staff may consume alcohol while on an educational visit. The visit leader must brief the duty staff on their responsibilities.

Alcohol

The School rules apply to pupils for the duration of the visit.

Pupil Conduct

The School's pupil code of conduct applies for the duration of the visit. Pupils and parents must be made aware of any additional rules specific to the visit prior to departure including any sanctions such as an early return for disciplinary reasons.

Refer to NG: [Model Code of Conduct](#)

Mobile phones

Visit leaders are advised to formulate a visit-specific policy for the use of mobile phones by pupils on the visit. This should include their use in the event of an emergency.

Refer to NG: [Safeguarding](#)

First Aid

All visits should have first aid cover. The degree of cover depends on the nature of the visit. On any kind of visit the group leader or another member of the party should have a working knowledge of first aid. A first-aid kit does not need to be taken on all trips, but it would be deemed a sensible precaution to have one available as the lead member of staff should always know where to access first aid kit. Therefore, staff should assess the risk and if appropriate take a first aid kit. Many low risk visits may well be visiting locations where first aid kits are readily available. For adventurous activities, visits abroad or residential visits it is sensible for at least one member of the party to be a first aid trained. All adults on a visit should know how to contact the emergency services.

Refer to NG: [First aid](#)

Supervision Ratios

<https://www.expatica.com/fr/about/gov-law-admin/emergency-numbers-in-france-and-support-helplines-101100/>

All supervisors must be authorised by the Head and be DBS enhanced. The level of supervision depends on the nature of the visit and age of pupils. This is to be agreed through the risk assessment process with the EDUCATIONAL VISITS COORDINATOR. Careful consideration must be given to the role of visit supervisors who also have their own children on a visit. Guidance for best practice

should be sought from relevant organisations (See appendix I for more detail on supervision).

Refer to NG: [Ratios and effective supervision](#)

Inclusion

All visits must take into account pupil's disabilities and special educational needs. Pupils must not be discriminated against when planning the visit. Provision must be made to include all pupils whenever possible.

Refer to NG: [Inclusion](#)

5. Types of visit

The Governors deem the following visits and activities of educational value. Any other proposed visit or activity must be discussed with the Governors prior to approval.

1. Adventure activities: defined as caving, climbing, trekking, water sports.
2. Duke of Edinburgh Awards activities
3. Field Studies
4. Exchanges
5. Concerts and other musical events including concert tours
6. Religious Services
7. Sporting Activities including tours
8. Curriculum based visits
9. CCF activities
10. Seckford Scheme activities
11. Theatre visits
12. Ski trips
13. Cultural visits (e.g. by members of the Boarding House)
14. Visits to other Schools

The EDUCATIONAL VISITS COORDINATOR will offer advice and guidance to the visit leader regarding the organising and risk assessment of the visit. More information on these types of visits can be found in the following NG documents:

- [Adventurous activities](#)
- [Duke of Edinburgh Award expeditions](#)
- [Field studies](#)
- [Snowsport visits](#)
- [Collaborative provision for 14-19 curriculum](#)
- [Museums and galleries](#)
- [Farm visits](#)
- [Heritage visits](#)
- [Overseas expeditions](#)
- [Visitor attractions](#)

Exchanges differ from other types of visits in that pupils will spend most if not all of their time with a host family or School and are, therefore, not always under the direct supervision of school staff. This must be clearly stated to parents prior to the exchange.

Parents must also be made aware that an exchange by definition is a reciprocal activity.

The exchange leader should:

1. Have a good personal knowledge of the host School
2. Ensure satisfactory and appropriate pairing arrangements
3. Ensure the partner school informs the host families the age and gender, and details of any special dietary and medical needs, of their guests.
4. Ensure that parents, pupils and the host School are clear about the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout the visit.

5. Ensure that the School has a list of all the children involved and their host family names and addresses.
6. Ensure that pupils with host families should have easy access to their teachers.

Note: Parents must be made aware that due to the nature of exchanges, DBS vetting of host families is unlikely.

Refer to NG: [Exchanges and home stays](#)

Travel Abroad

The visit leader must be aware of:

1. Visa and passport regulations (ARE ALL PARTICIPANTS UK CITIZENS?)
 2. Emergency medical facilities and required documentation
 3. Vaccinations required
 4. Insurance cover for abroad
 5. Driving regulations
 6. Foreign customs and regulations regarding children
 7. Travel updates guidelines issued by the Foreign and Commonwealth Office
- For any overseas visit the visit leader is advised to hold copies of visas and passports and spare passport size photographs.

Refer to NG: [Overseas visits](#)

6. Paperwork

REMEMBER THERE ARE THREE TYPES OF RISK ASSESSMENT

- 1. GENERIC**
- 2. SPECIFIC**
- 3. ONGOING**

Government guidance is that **A WRITTEN RISK ASSESSMENT IS NOT REQUIRED FOR EVERY ACTIVITY. TEACHERS SHOULD ASSUME THEY ONLY NEED TO CARRY OUT A WRITTEN RISK ASSESSMENT IN EXCEPTIONAL CIRCUMSTANCES.** However any educational visit requires as an absolute minimum the completion of a visit form on Evolve. The School's view on what constitutes an exceptional circumstance is conservative, and therefore all trips must attach a signed generic risk assessment form, even if all elements are deleted, if only to indicate that the visit leader considers there to be no significant risks.

While there is no legal requirement to produce a risk assessment in a particular format, there is a legal requirement for suitable and sufficient control measures to be identified for any **significant** risks (i.e. those that may cause serious harm to an individual, or harm several people), and for the results of the risk assessment to be recorded.

ONGOING RISK ASSESSMENT (I.E. THE CONTINUOUS ASSESSING OF RISK DURING THE VISIT) IS OF FUNDAMENTAL IMPORTANCE TO THE HEALTH AND SAFETY OF THE VISIT.

A SUPERVISOR MUST ALWAYS BE PREPARED TO STOP AN ACTIVITY.

EVOLVE WILL KEEP A RECORD OF THE VISIT AND ANY ONGOING RISK ASSESSMENTS THAT ARE PRODUCED SHOULD BE UPLOADED TO THE EVOLVE VISIT FORM.

Any ongoing risk assessment must be completed by the visit leader and signed by all the supervisors.

Risk assessments are kept for a minimum of 6 years

Refer to NG: [Risk management](#)

Other paperwork that **may** be required:

- Parental Consent forms (Refer to NG: [Consent](#))
- Medical forms (Refer to NG: [Medication](#))
- Emergency procedures (Refer to NG: [Emergency procedures for visit leaders](#))
- Incident and Accident forms / Documentation
- Post-visit evaluation report

- Agreement forms for external providers
- External providers' licences and risk assessments etc
 - [Assessing an adventure activity provider check list](#)
 - [Pre visiting an Adventure Activity Provider mind map](#)
- Insurance documents
- Information letters etc to parents

Visit leaders should ensure that as much of this additional paperwork as is practical should be uploaded to the Evolve visit form.

7. Emergency Procedures

All visit leaders and visit supervisors must be aware of the procedures laid down in Appendix 2 to Annex G of the School's Emergency File.

The emergency procedure for each visit must be arranged with the EDUCATIONAL VISITS COORDINATOR at the

time of the visit's final approval.

Refer to NG: [Emergency procedures for visit leaders](#)
[Visit Leader Emergency Action Card](#)

IN THE CASE OF AN **ACCIDENT**

The priorities are to:

- 1. Assess the situation**
- 2. Safeguard the uninjured members of the group including yourself**
- 3. Attend the casualty or casualties**
- 4. Inform the emergency services and everyone who needs to know of the incident**

Factors to consider:

1. Establish the names of any casualties
2. Inform those in the group who need to know
3. Ensure that a supervisor accompanies any casualties to hospital and that the rest of the group is supervised
4. Notify the police
5. Notify the British embassy (if abroad)
6. Inform the School contact

Details of the incident to pass on should include:

- names of casualties
 - details of injuries
 - action taken so far
 - action to be taken
7. Notify insurers (this may done by School contact)
 8. Notify external provider
 9. Establish a landline communication as mobiles may be unreliable
 10. Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
 11. Keep a written account of all subsequent events
 12. Seek to ensure pupils do not communicate with parents via mobile phones until the facts have been established.

No one in the group should speak to the media – direct all enquiries to School

No one in the group should discuss legal liability with other parties

8. Useful references

DfES Advice on legal duties and powers for local authorities, head teachers, staff and governing bodies (Jul 2011).

HSE: School trips and outdoor learning activities. Tackling the health & safety myths.

Outdoors Education Advisors Panel. Employer guidance. Guidance for the Management of Outdoor Learning, Educational visits and Learning Outside the Classroom. www.oeapeg.info

BS 8848:2007 – Ensuring safety in outdoor activities overseas (2007) RGS ISBN 978 0 580 50503 4

Out-of-classroom Learning produced by the RSPB

High Quality Outdoor Education produced by Ordnance Survey

Managing Medicines in Schools and Early Years Settings (2005) Department for Education and Skills

Group Safety at Water Margins (2002) Department for Education and Skills

Health and Safety: Responsibilities and Powers (2001) Department for Education and Skills

Standards for LEAs in Overseeing Educational Visits Parts 1, 2 & 3 (2002) Department for Education and Skills

Guidance on First Aid for Schools (1998) Department for Education and Skills

Document checked by A C Garvie (18 Jan 21)

Annex A

To Woodbridge School Educational Visits Policy Document

Guide to completing the school's educational visits forms via the Evolve online system.

Woodbridge School uses the Evolve system for its educational visits approval system. For any staff leading a visit for the first time or any staff that require assistance the EDUCATIONAL VISITS COORDINATOR is available to help them use Evolve.

Evolve can be accessed via the banner that appears if you log on to the internet via any school PC.

If not using a school PC use www.woodbridgevisits.org.uk

1. All **non-residential** educational visits should complete the standard Evolve form.

Any visit that is residential, overseas or has an adventurous activity will require outline approval first. Once a visit leader ticks any of the above buttons on the Evolve form it will prompt that outline approval is needed.

Once outline approval has been granted then the remainder of the Evolve form can be completed.

For all **Friday afternoon Seckford scheme activities** or other visits that occur on numerous dates just one Evolve form can be submitted with all the visits dates added.

2. The school based emergency contact must be checked with the Deputy Head/Head of the prep school for trips out of normal school working hours.

3. If using a coach firm ensure it is written on the form. In a worst case scenario the school may need to go through the firm if the on-site emergency contact cannot be called.

4. Parental consent is only required for visits that are not part of the normal school day.

5. Medical conditions of pupils should be checked for all visits. For a simple quick visit this could be staff questioning pupils prior to departing school. For most complex visits staff can see pupil's medical conditions on Evolve. Staff should check these details with matron to check they are the most up to date.

6. Risk assessments are required to be completed for all visits. If no significant risks are identified then this must be noted.

The visit leader must ensure that any additional staff on a visit are given an opportunity to read the risk assessment.

Staff **MUST** ensure they take a copy of the risk assessment for their sport/activity with them for reference.

7. The team/pupil list must be up to date. If you cannot confirm names until the last minute or there are last minute changes the school office **MUST** be informed. If out of hours then you must ensure any changes to the pupil list is displayed in the common room/today board (Woodbridge School Prep) or a message is left with your school based emergency contact.

8. If you are unsure at all then speak to the EDUCATIONAL VISITS COORDINATOR.

Post visit Evaluation Form for:.....

Dates:

Staff:

Please use this form to record any note good/bad points whilst on your visit that will help in future visits. The EDUCATIONAL VISITS COORDINATOR will meet with you post visit & formally write these notes up.

Things to consider:

- Visit approval (clashes, different dates next time):
- Planning
- Communication with parents (CC):
- Travel:
- Venues used/visited:
- Supervision (ratios)
- Accommodation (host families):
- Risk assessments:
- Itinerary
- Unplanned activities
- Evening activities
- Guides/instructors
- Host school
- Food
- Clothing/equipment
- First aid (any accidents/incidents/near misses)
- Finance
- Insurance
- Pupils conduct
- Paperwork
- Emergency procedures
- Weather
- Safeguarding
- Educational value
- Language problems

School visits

Parental requests for special travel arrangements

Travel to a venue

It will be assumed that all visits will start from school unless parents have been notified otherwise.

Parents wishing to make alternative arrangements must consult with the member of staff in charge of the visit in good time, and certainly before the day of the visit, and write to confirm any arrangements agreed.

If the arrangements fall through and as a result there is a risk of delay to the visit, or to its safety, the member of staff will revert to the main arrangements for the visit and the pupil(s) for whom alternative arrangements were made may therefore not be able to join the visit.

Return travel

It will be assumed that all visits will end at school unless parents have been notified otherwise.

Parents wishing to make alternative arrangements must consult with the member of staff in charge of the visit in good time, and certainly before the day of the visit, and write to confirm any arrangements agreed.

If the arrangements fall through and as a result there is a risk of delayed return, or to safety, the member of staff will revert to the main arrangements for the visit and the pupil(s) for whom alternative arrangements were made will be returned to school. For visits returning outside normal school hours, parents will therefore have to have provisional arrangements in place to collect their children promptly.

Guidance on documentation, vehicle maintenance and safety for staff using their own vehicles to transport pupils.

Driver Documentation

- Full valid Driving licence
- Over 21 and under 70
- Fewer than 6 points on licence
- Valid Road Tax
- Valid MOT
- Own valid insurance (even though drivers would be covered under the School's occasional business use policy).

Regular Vehicle Checks (Extract from the Highway Code)

- Take special care that lights, brakes, steering, exhaust system, seat belts, demisters, wipers and washers are all working.
- Lights, indicators, reflectors, and number plates **MUST** be kept clean and clear
- Windscreens and windows **MUST** be kept clean and free from obstructions to vision
- Lights **MUST** be properly adjusted to prevent dazzling other road users. Extra attention needs to be paid to this if the vehicle is heavily loaded
- Exhaust emissions **MUST NOT** exceed prescribed levels
- Ensure your seat, seat belt, head restraint and mirrors are adjusted correctly before you drive
- Ensure that items of luggage are securely stowed
- Warning displays. Make sure that you understand the meaning of all warning displays on the vehicle instrument panel. Do not ignore warning signs; they could indicate a dangerous fault developing.
- When you turn the ignition key, warning lights will be illuminated but will go out when the engine starts (except the handbrake warning light). If they do not, or if they come on while you are driving, stop and investigate the problem, as you could have a serious fault
- If the charge warning light comes on while you are driving, it may mean that the battery isn't charging. This should also be checked as soon as possible to avoid loss of power to lights and other electrical systems
- Tyres **MUST** be correctly inflated to the vehicle manufacturer's specification for the load being carried. Always refer to the vehicle's handbook or data. Tyres should also be free from certain cuts and other defects.
- Cars, light vans and light trailers **MUST** have a tread depth of at least 1.6 mm across the central three-quarters of the breadth of the tread and around the entire circumference.
- Tyre pressures. Check weekly. Do this before your journey, when tyres are cold. Warm or hot tyres may give a misleading reading.
- Your brakes and steering will be adversely affected by under-inflated or over-inflated tyres. Excessive or uneven tyre wear may be caused by faults in the braking or suspension systems, or wheels which are out of alignment. Have these faults corrected as soon as possible.

- Fluid levels. Check the fluid levels in your vehicle at least weekly. Low brake fluid may result in brake failure and a crash. Make sure you recognise the low fluid warning lights if your vehicle has them fitted.
- Before winter. Ensure that the battery is well maintained and that there are appropriate anti-freeze agents in your radiator and windscreen bottle.

When are DBSs required for accompanying non-staff adults on educational visits?

There are any of three conditions to meet for the requirement of a DBS: regularity, frequency, and if the trip is overnight.

Single Day visit

Individual day trips do not meet any condition.

The adult would have at most the responsibilities of a volunteer supporting our teachers.

No DBS required, but the visit risk assessment must include that the adult be briefed to stay with the teachers, and be briefed in how to alert a teacher to any issues or disclosures raised by a pupil.

Series of day visits.

Regularity/frequency condition may be met.

A DBS will need to be considered. Consult with the EDUCATIONAL VISITS COORDINATOR.

Code of Conduct to be signed by adult, and training in basic safeguarding and safe working practice given (by leaflet or by DSL).

Overnight visits

Overnight condition met.

A DBS will almost always be required. Consult with EDUCATIONAL VISITS COORDINATOR.

Code of Conduct to be signed by adult, and training in basic safeguarding and safe working practice given (by leaflet or by DSL).

Examples:

Foreign tour.

Parent of a pupil or close family of member of staff accompanying tour (travel, hotel, visits etc).

DBS required; adult registered as a volunteer; training in basic safeguarding and safe working practice given (by leaflet or by DSL).

Code of conduct and training offer visit leader the scope, in case of emergency, to ask the adult to assist as a volunteer (eg staff illness).

UK competition single fixture (two nights maximum)

Parent accompanies team on journey to hotel the night before, and supports at the fixture the day after.

Ideally parent books alternative accommodation in another hotel to avoid the issue, but if this is impractical, then:

Overnight suggests DBS, but:

Parent is only travelling as a supporter, and has no role as a volunteer

Hotel environment is safe

Event is unlikely to have had lengthy advance notice.

Conclusion: **DBS not required but code of conduct signed by parent** regarding behaviour on the visit.

**Example:
Code of Conduct**

I (print name) agree to abide by the following code of conduct for the duration of the visit to (visit location, start and end dates)

If I have been asked to submit a DBS form, I agree to follow the reasonable instructions of Woodbridge School staff for the duration of the visit, including the need to undertake the role of volunteer as circumstances arise. I acknowledge that I have read, and agree to abide by, any instructions and training on safeguarding and safe working practices offered to me for this visit by Woodbridge School.

If I have not been asked to submit a DBS form, I understand that I am on the visit solely as a spectator, and that I am neither part of the staff group nor a volunteer.

Pupil accommodation:

I will not enter the sleeping/changing accommodation (eg hotel room, tent, classroom etc) of any of the pupils (including that of my son/daughter) at any time during the visit.

I will not invite any pupil (apart from my own son/daughter), even in the company of my son/daughter, into my own sleeping accommodation at any time during the visit.

Signed:

Date:

Prepared in consultation with Suffolk Safeguarding Children's Board, 18 January 2011
Contact: Ali Spalding (ali.spalding@suffolk.gov.uk 01473 264172)

Appendix I
To Woodbridge School Educational Visits Policy Document

Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year).

Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements.

The Early Years Foundation Stage (EYFS) Statutory Framework (updated 3rd April 2017) no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary.

In some cases there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residential, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g. when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

A useful framework for assessing requirements for ratios and effective supervision is SAGE:

- Staffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- Activities to be undertaken: what do you want the group to do and what is possible?
x Group characteristics: prior experience, abilities, behaviour and maturity, gender, any specific or medical/dietary needs.
- Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions.

From the School Emergency File: Appendix 2 to Annex G

SERIOUS INCIDENTS AWAY FROM THE SCHOOL GROUNDS

In the event of a serious incident away from the School grounds, communication although initially difficult, will be vitally important between the incident and the School. Hopefully a member of staff will be able to act as the liaison at the scene of the incident and give information to the School as to what happened and update information as it emerges. However this may not always be the case and the liaison at the incident may well be a member of one of the Emergency services. In this case and within reason (take into account distance involved) it is suggested that two members of staff be despatched to the incident without delay. One should stay at the scene of the incident and the other should go to the hospital where any casualties are being taken.

The Head/Head of Prep or the Deputy Head must be informed immediately of any serious incident away from the school involving pupils or staff.

1. Set up the selected ICP and man it with a senior member of staff and a member of the office staff if possible. A minimum of two people are required. A member of staff must be nominated to keep log sheets up to date. The emergency mobile phone is located in the School Office Emergency box file if there is a complete failure of the phone system.
2. Make contact with the liaison at the incident. Give them the telephone number of the ICP to contact the School on and obtain a number to contact them on.
3. Obtain a list of those pupils and Staff involved in the activity / trip from the Deputy Head or the School Office.
4. From the liaison at the incident attempt to find out names of casualties and the nature of any injuries.
5. Find out the name of the hospital that casualties have been taken to and a contact number.
6. Obtain brief circumstances of how the incident occurred.
7. Once details are known delegated members of staff should begin to contact parents and relations of members of staff involved, and give them as much information as possible including the alternative School contact number and other contact numbers. Prepare a statement that pupils can use if they wish to phone home on their mobiles.
8. The member of staff who contacts parents **MUST** keep the ICP informed of those parents and relations contacted so that a list is kept and nobody is missed or repeated.

9. The Head's Press Officer should prepare a statement for the media.

10. If applicable inform the remainder of the staff and then the pupils of the situation.

11. Prepare a meeting place for any parents or relatives of those involved who may want to come to the School.

It is hoped that this will get the ICP over the first stages. As things quieten down the Head and Governors will make long term plans.

Some incidents could go on for a considerable time and at some stage the key personnel and office staff manning the ICP will need to be rested. Ensure log sheets are used to record events so that a thorough brief of the situation can be given to staff taking over and any outstanding problems can be noted. At the end of the incident get all paperwork used during the incident to the Head or their Deputy for safekeeping.

Consideration should be made to have the telephones manned in the hours following an incident. It may have been necessary for the Press Officer to prepare a statement and this should be given to any callers. Any parents who wish to know more must contact the HM or their Deputy.

Author(s):	EDUCATIONAL VISITS COORDINATOR
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References	