

Gwladys Street Community Primary and Nursery School



Educational Visits Policy

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When reading this policy, please also refer to Liverpool Local Authority Educational Visits Policy

Educational Visits are one way of supporting Mental Health and Wellbeing in both pupils and staff. Supporting emotional wellbeing mental health (EWMH) is integral to the life of Gwladys Street CP and N School and we will endeavour to plan visits and visitors to enhance this.

Golden Opportunities for Achievement and Learning

Vision Statement

To provide the stepping stones for a successful and fulfilling future with the Gwladys Street Family, celebrating generations of success.

Aims We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

1. Aims and scope

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises by the use of carefully planned Educational visits which deepens the pupil's learning and understanding.

This is part of the schools required role to provide a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life and form an integral part of our approach to furthering our pupils' education and personal growth.

Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school in terms of providing a broad and balanced curriculum for the children.

The Governing Body has given its approval to the following types of activities *being* arranged in support of the educational aims of the school:

Out of hours clubs (music, drama, art, science, sport, homework etc.)

School teams away fixtures.

Regular nearby visits (parks, libraries, shops, woodlands, place of worship)

Day visits for particular year groups – related to the curriculum

Residential visits

Swimming

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- Visits to places of interest in the local area
- Day visits to places such as museums and other cultural and educational institutions
- Sporting activities
- Adventurous and recreational activities
- Residential trips organised by the school
- Trips abroad organised by the school

2. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education 2022](#)
- [statutory framework for the Early Years Foundation Stage](#).

3. Roles and responsibilities

3.1 Headteacher

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the governing body to approve residential trips of more than 24 hours
- Assess the competence of those who have specific responsibilities such as the Emergency School / Home-base Contacts as well as those going on the educational visit such as group leaders, and other adults. This may be done with reference to accreditations from awarding bodies, practical observation of skills and verification of relevant experience.

3.2. The Educational Visits Co-ordinator (EVC)

The Educational Visits Co-ordinator should be directly responsible to the Head Teacher as much of the responsibility of that position relates to assisting the Head Teacher in the effective implementation of the school's health and safety policies. The Co-ordinator should be involved in the planning and management of all educational visits led by school staff and others and receive specific training from School Improvement Liverpool. The role of the Educational Visits Co-ordinator must be clarified by the Head Teacher so as to minimise any confusion caused by overlap between the two roles.

Mr Moore is the appointed EVC at our school. Their role is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and a designate suitable trip lead for each visit
- Assess outside activity providers
- Advise the headteacher and governing board when they're approving trips
- Access the necessary training, advice and guidance
- Ensure all visits are evaluated by all staff, from planning to the visit itself, and use this to improve future arrangements

The Educational Visits Co-ordinator should: -

Make organisational arrangements of the visit;

- Comply with the School Improvement Liverpool Educational Visit Policy.
- Liaise with School Improvement Liverpool and the Physical and Nutritional Well Being Officer to ensure that educational visits are organised in accordance with SIL Educational Visits Policy including undertaking risk assessments.
- Ensure planning includes meetings with relevant Activity Centre staff.
- Ensure overall co-ordination is maintained when a visit involves the party being accommodated at, and or operating from more than one centre and to ensure the Group Leader has contact with individual Activity Centre Supervisors.
- Assign competent people to lead or supervise the visit.
- Ensure Disclosure and Barring Service checks are in place, where required, for any adult other than an employee of the school.
- Identify co-ordinators and leaders of specific activities that may be required during the visit prior to the educational visit taking place and ensure their level of competence, relevant experience and qualifications are suitable.

- Ensure all activity leaders are aware of any advice and associated guidance for the activities they are leading, in particular the risk assessment process.
- Ensure all those involved with organising and undertaking an educational visit are made aware of the importance and timing of undertaking headcounts.

Approval of the visit

- Support the Head Teacher and Governors with approval and other decisions.
- Work with the Group Leader to provide full details of the educational visit beforehand so parents can give or refuse consent on a fully informed basis. Obtain written confirmation of parental consent or refusal.
- Ensure that the LA is provided, where applicable, with a completed approval request form at the earliest opportunity, and in any case, before any educational visit arrangements are finalised and prior to offering the educational visit to children / parents. Provide details of any amendments to the original submission **at least 28 days** prior to the educational visit taking place.

Training of staff and others

- Assist in organising the general training of group leaders and other adults going on a visit including hazard awareness training, first aid and other emergency procedures.
- Assist in organising a thorough location-specific induction of the Group Leader and other relevant adults taking children/young people on an educational visit.

Emergency procedures

- Check that emergency arrangements including a suitable 'emergency plan' are in place and there are two nominated Emergency School / Home-base Contacts. The plan should be agreed with Targeted Youth Service Youth Coordinator/Head Teacher and known by those leading the educational visit.
- Keep records of individual educational visits including any near misses, accidents and incidents.
- Prepare a contact checklist of all going on an educational visit and ensure the Group Leader and the nominated Emergency School / Home-base Contacts have a copy of it.

Evaluation of Education Visits

- Monitor and review systems for managing educational visits taking into account any health and safety shortfalls, accidents or near misses during the visit. Assist the Head Teacher in identifying any training or organisational needs.

3.3. Group lead

The Group Leader has overall responsibility for the supervision and conduct of those on the visit, and must have regard to the health and safety of the group. The Group Leader must have been either appointed or approved by the Head Teacher or the Governing Body.

The Group Leader should:-

Organisational arrangements of the visit

- Comply with the LA's Educational Visit Health and Safety Policy.
- Appoint a deputy. Brief the Emergency School/Home-base Contacts; ensure they are clear in their role.

- Clearly define each Group Supervisor's role and ensure all roles have been assigned.
- Be able to control and lead children/young people of an age and ability appropriate to the visit.
- Have knowledge of the location or centre where the activity is to take place and if expected to instruct be suitably competent (experienced / qualified) to do so.
- Be aware of issues relating to safeguarding and also inclusion.
- Undertake with the assistance of the Educational Visits Co-ordinator the complete planning and preparation of the educational visit including arranging suitable visit insurance cover.
- Undertake and complete, with the assistance of the Educational Visits Co-ordinator, an appropriate risk assessment of the educational visit and related activities.
- Upload all relevant documentation to Evolve for approval by the EVC and Head Teacher
- Have sufficient information on the children/young people who are to participate in a proposed educational visit to assess the suitability of the visit and to make an informed decision about whether an individual child/young person should participate.
- Ensure that the ratio of supervisors to children/young people is appropriate to meet the needs of the group and any intended visit activities (see, Supervision and Staffing Ratios).
- Ensure that the group's teachers and other supervisors have the relevant details of any special educational or medical needs of pupils which will be necessary for them to fulfil their roles.
- Ensure parents/guardians are aware of how to prepare their children for the educational visit.

Approval of the visit

- Obtain the Head Teacher's agreement prior to any educational visit taking place.

Training and preparation of staff and others

- Undertake briefings of parents, pupils and other relevant people prior to educational visit.
- Ensure that teachers and other supervisors are fully aware of what the proposed educational visit involves during its planning stage and those expected to lead activities have the necessary competence, qualifications and experience to do so.

Emergency Procedures

- Ensure that adequate first aid provision is available including a suitably trained first aider.
- Consider terminating the visit if the risk to the health and safety of the children/young people or other group members become unacceptable and have in place procedures for such an eventuality.
- Ensure that Group Supervisors have details of and the ability to contact a School/Home-base Contacts.
- Ensure that the Emergency School / Home-base Contacts have a copy of the visit's emergency procedures and other relevant information and that he/she understands it.
- Have to hand during the visit a contact checklist of all going on an educational visit and have the details of, and the ability to contact, two nominated Emergency School / Home-base Contacts.
- Report any significant accidents or incidents to a nominated School / Home-base Contact.

Evaluation

- Review the educational visit and activities and provide advice to the Head Teacher and Educational Visits Co-ordinator where adjustments may be necessary

3.4 Staff

Teachers on educational visits act as employees of the LA or of the governing body, whether the visit takes place within normal hours or outside those hours, by agreement with the Head Teacher and governors. They must do their best to ensure the health and safety of everyone in the group and act, as any reasonable parent would do in the same circumstances.

They should: -

- Follow the instructions of the Group Leader and help with group control and discipline.
- Report any accidents or incidents to the Group Leader.
- Consider terminating the visit or the activity, notifying the Group Leader, if they think there is an unacceptable risk to the health and safety of the children/young people in their charge or any other group member.
- Follow risk assessments and support the group lead
- Look out for the health and safety of themselves and those around them
- Help manage pupil behaviour and discipline as required while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate

3.5 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable
- Sign and return consent forms and any other documentation required in a timely manner
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

3.6 Volunteers

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit. They must be aware of the aims and objectives of the visit and of any special needs of group members. Adult volunteers and support workers must: -

- Do their best to ensure the health and safety of everyone in the group; and act as any responsible parent would do in similar circumstances.
- Not be left in sole charge of children/young people except where it has been previously agreed as part of the educational visit's risk assessment. Persons who have not had a Disclosure and Barring Service DBS check should never be left in sole charge of children/young people.
- Follow the instructions of the Group Leader and teacher-supervisors and assist with group control and discipline.
- Inform the Group Leader or teacher-supervisors if concerned about the health and safety of group members at any time during the visit. Report any accidents or incidents to the Group Leader.
- Behave appropriately and model good behaviour for pupils.
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

Parents are asked to read and sign an agreement of expectations before attending the visit. All parents are talked through the risk assessment.

3.7 Pupils

Our school relationship policy also applies to all educational visits. This includes the expectation that pupils will:

- Not take unnecessary risks and pay attention and follow safety instructions given to them while on the trip
- Follow the instructions of the Group Leader and other supervisors including those at the educational visit venue.
- Behave sensibly and responsibly.
- With the support of their parents/ carers, arrive on time at the agreed location.
- Dress and behave as expected for the length of the trip
- Bring any personal equipment or clothing required, look after it and any borrowed equipment.
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor
- Be aware of, and where appropriate follow the country code and the school's code of conduct.
- Treat each other with respect and look out for anything that might hurt or threaten themselves or anyone in the group and tell the Group Leader or supervisor about it.

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

Children/young people should be excluded from going on an educational visit where their behaviour is considered to be an unacceptable potential danger to themselves or to the group and following a suitable risk assessment, and considering DDA requirements it is deemed that sufficient controls cannot be reasonably put in place. The educational aims of the visit for these children/young people should be fulfilled in other ways wherever possible.

4. Planning and preparation

The decision on whether or not a visit will take place will be made by the Head Teacher and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance
- Travel plans or options
- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteer, and physical supplies
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision

➤ What safety measures can be put in place in order to reduce any risks

See **appendix 1** for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek approval of the governing board and the Local Authority.

Once the risk assessment has been approved by the EVC, headteacher, and the governing board where relevant, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for all trips

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

If a pupil with a disability, statement of special educational needs (SEN) or an education health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

5. Risk assessment

Risk assessment and risk management are legal requirements. For educational visits it involves a careful examination of what could cause harm during the course of the visit. Risk assessment should be proportionate to the hazards associated with the visit. Those visits which require local authority approval should be assessed formally and assessments recorded, for day to day low risk activity a more flexible approach is acceptable. Risk assessments must be recorded, either as part of lesson plans, schemes of work, or model risk assessments can be used. It does not require professional health and safety expertise but may require specialised information for some types of visit. Head Teachers should ensure the person assessing the risks is competent to do so. The aim of the risk assessment is to ensure nobody gets hurt or becomes ill during the course of, or as a result of the educational visit. Examples of risk assessments common to Educational Visits can be found under the resources tab on EVOLVE, these are guidance documents and should be modified accordingly to your trip.

A risk assessment involves five simple stages: -

1. **Identify the hazards.** Identify what could reasonably be expected to cause harm. Concentrate on significant hazards, or those that could harm several people.
2. **Decide who might be harmed and how.** Consider children/young people, teachers, youth workers, helpers, leaders and others who could be affected by the visit activities.
3. **Evaluate the risks.** Regarding how likely it is that harm will be done and the severity of the likely outcome. You have to decide for each significant hazard whether the risk is high (*an accident likely with the possibility of serious injury or loss*), medium (*there is a possibility of an accident occurring*)

causing minor injury or loss) or low (*an accident is unlikely with control measures in place*). Decide what safety measures need to be in place to get rid of the hazard, or reduce the risk so harm is unlikely. Control measures should be practical and be understood by those involved. It is likely that some risk will remain after all the control measures have been put in place but this risk must be low.

4. **Record your findings and control measures.** You must record the significant findings from the assessment. You must be able to demonstrate that a proper check was made, the assessment acknowledges those who may be affected, all significant hazards were dealt with, the precautions to be put in place are reasonable and the remaining risk is low.
5. **Review and revise your assessment.** This should be carried out annually or when necessary. On return to school note any hazards that arose which might affect future visits.

For further guidance the Health and Safety Executive has produced a leaflet “5 Steps to Risk Assessment” available from the City Council’s Health and Safety Unit

For all visits and visits that involve hazardous activities (See list below) and for all residential activity risk assessments should be completed on LA form 2, found under resources on EVOLVE.

At Gwladys Street Community Primary and Nursery School, will carry out a full risk assessment within the time frame shared annually with staff.

For residentials, the Local Authority MUST approve these visits therefore all risk assessments and other documentation MUST be submitted at least 28 days before the planned residential.

This will be completed using the school’s risk assessment template found on our Google Drive –

Educational Visits and in **appendix 2**, and approved by the headteacher/EVC. Existing risk assessments found on Evolve or those provided by the destination itself might also be used to support this process.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory but good practice.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third party vendors.

Every risk assessment will be approved by the headteacher, and a copy taken on the visit and another copy left with the EVC.

Hazardous Activities

The activities listed below require LA approval. Please complete an EVOLVE submission and submit it at least 28 days in advance.

You must indicate the appropriate type of activity (The submission may cover more than one field):

Is this an **Overseas** visit?

Is this a **Residential** visit/activity?

Will this event include an **Adventurous Activity** led by an External Provider (not school staff)?

Will this event include an **Adventurous Activity** led by a member of school staff

Hazardous activities include:

Multi Activities - led by External Provider such as Kingswood or PGL

Abseiling

Air activities (excluding commercial flights)

All activities in 'open' country (see guidance)

All other forms of boating (excluding commercial transport)

Archery

Battle Ships

Bouncy Castles - Must be run and managed by the independent company not the school

Camping

Canal boating

Canoeing

Caving / potholing

Climbing

Coasteering/coastal scrambling/sea level traversing

Expeditions- including DofE and pre-expedition training

Farm Visits

Forest School – sessions involving knives and or campfires

Fishing

High level ropes courses

Hill walking and Mountaineering -

Horse riding

Ice Skating

Kite flying/surfing

Low and high ropes courses

Moorland, fell and mountain activities

Motor sport – all forms

Mountain Biking

Off road cycling

Open country activities and field studies

Orienteering

Paintballing

Rafting or improvised rafting

River/gorge walking or scrambling

Rock climbing (including indoor climbing walls)

Rowing and Sculling

Sailing / windsurfing / kite surfing

Sea-level traversing and coasteering

Shooting and archery

Skiing

Skiing - Indoor or Dry Slope

Snorkel and aqualung activities

Snowboarding

Surfing

Swimming (all forms, excluding UK public pools)

Theme Park Visits

Trampoline Parks- visits to trampoline parks is not allowed and will not be approved

Underground exploration

Use of powered safety/rescue craft

Walking near Water (such as beach or canal)

Water skiing

'Extreme' sports

This list is not exhaustive; if in doubt seek advice from the Physical and Nutritional Well Being Officer

Emergency procedures

- Relevant teachers are made aware of, and understand, the LA guidance on emergency planning (e.g. School Emergency Management Plan SEMP) in relation to the visit. Training must be provided for relevant staff.
- The school has robust emergency procedures in place in case of a major incident on an educational visit.
- The Educational Visits Co-ordinator briefs and provides written information to the Group Leader and supervisors about the emergency procedures as part of the educational visit briefing
- All those involved with organising and undertaking an educational visit are aware of the importance and timing of headcounts.
- Serious incidents, accidents and near misses are investigated, reported and recorded as required by both RIDDOR and the City Council's Health and Safety Unit (see Section 15, Accident Reporting Procedures). Records should be regularly reviewed, information from which, should be used in improving arrangements in future visits.
- There are two nominated Emergency School / Home-base Contacts, who have the authority to make significant decisions. They should be adequately briefed / trained as to their role, be competent and contactable at all times during the visit, hold the emergency information and be able to respond quickly to the demands of an emergency.
- Child protection procedures are in place.
- A procedure is in place to ensure parents are informed quickly regarding any accident or incident by a School/home-base contact.
- The Educational Visits Co-ordinator impresses upon parents the necessity of providing more than one emergency contact telephone number.
- Contractors (tour operators or activity/transport providers) have adequate emergency support measures, and these measures link into the school's and the LA's own emergency procedures.

Medical requirements

- Adequate first aid provision is made including trained first aiders.
- Arrangements have been made for the particular medical and special educational needs of all group members.

Contingency plans

- There is an adequate contingency plan for any delays or visit programme timetable alterations including an early or late return home.
- There is an adequate contingency plan covering situations such as staff illness and the need to change routes or activities during the educational visit. This plan should form part of the parental consent notification.

Evaluation of visit

- Educational visits are evaluated to improve the operation of future visits and to identify any training needs.

5.1 Staff ratios and first aid

For every educational visit there must be a designated Group Leader who oversees the entire visit and has the overall responsibility for supervision during the visit.

It may be necessary for groups to be split during the educational visit when undertaking particular activities. Each sub-group should have a competent supervisor. Supervision will be most effective, when all supervisors and group members clearly understand the aims and objectives of the educational visit and supervisors have a reasonable knowledge of the children/young people, (including any special educational, medical needs or disabilities), and when the educational visit and activities are carefully risk assessed and managed safely. This includes laying down clear guidelines for standards of behaviour, which all on the educational visit must adhere to.

As long as there is adequate supervision not all supervisors need be on duty all the time, however duty supervisors need to be able to respond appropriately to emergencies. Duty supervisors must not consume alcohol or be under the influence of any other substance. Supervisors who are off duty are expected to behave in a professional manner.

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- At least 1 supervising adult able to administer first aid is present on all trips
- At least 1 qualified paediatric first aider is present on all trips involving EYFS and KS1 staff and a qualified first aider for KS2 trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular headcounts and/or rollcalls

As a general guide for visits to low risk sites; for example, a museum under normal circumstances, supervisory ratios might be: -

- 1 adult for every 6 children in school year 1 to 3 (under 5s reception class would have a higher ratio, it is not unusual for this to be 1:1).
- 1 adult for every 10 to 15 children in school year 4 onwards.

- Please note when organising residential visits or visits abroad there should be a minimum of 3 adults; this is in case a member of the supervisory team is injured, taken ill or requires to be accompanied to hospital. In rare cases where 3 members of staff are not available, a robust system must be in place and clearly risk assessed to cover any eventuality.

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?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, 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.
- **Distance:** how far are you away from school or emergency support?

The table below offers more detailed guidance which applies where the Group Leader and Supervisors are experienced and competent and should be used as a starting point when considering ratios:

Local Visits Visits in the local area close to support at school/base (minimum 2 staff recommended)	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10-15 (one supervisor per activity or supervision group)	A minimum of one qualified and competent Group Leader is needed for every group or class; they can be supported by other responsible adults.
Day Visits More than 60 miles or one hour from school/base (minimum 2 staff recommended)	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10-15 (one supervisor per activity or supervision group)	Please note minimum ratios are not recommended but small working groups of 6 -12 remain the target.
Residential Visit, UK or abroad (minimum of three supervisors recommended, any less needs a thorough	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10 (one supervisor per activity or supervision group, these do not include any centre residential staff)	Supervisors should reflect the gender of the group wherever possible

risk assessments and emergency management plan)		
Open Country Working by water or away from a road or building	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10 (one supervisor per activity or supervision group, these do not include any centre residential staff)	Overall group sizes above 20 are not recommended at any one location at a time (supervision and sustainability issues). Similarly large groups should not be moving together in convoy. The numbers of qualified leaders will depend on the risk assessment.

Parents and volunteers may be asked to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school. Anyone who has not had a Disclosure and Barring Service DBS check should never be left in sole charge of children/young people.

Teachers, staff and other adult-supervisors should ensure that whenever possible they are not alone with a child/young person. This provides protection for all parties.

The ratios and supervision strategies need to be complemented by a clear knowledge of the competence of those supervisors, volunteers and other responsible adults.

The Need for a Higher Level of Supervision

Aside from the generic advice given on ratios within this section, the educational visit risk assessment should identify a suitable adult to group member ratio. The assessment should take into account the visit venue, its environment, the Group Leader's and Supervisor's qualifications, competencies and experience, as well as the age and experience of the children / young people in the group.

The number of adults should be increased if: -

- It is found that the environment or location of the educational visit site or activity presents significant hazards; e.g. poor visibility, poor security including risk of terrorism or prevailing physical hazards.
- If it is known that a group's, or an individual group member's behaviour or needs (education, physical or medical), requires particular management. This could mean a ratio as low as 1:1 in some circumstances with additional staff not being tied into other agreed supervision ratios.
- Teachers are inexperienced and are accompanying the group as part of an 'apprenticeship' to gather experience; this may mean them not being included in calculated supervision ratios.

HEAD COUNTS

Whatever the length and nature of the educational visit, **regular head counting of children must take place**. Headcounts must be taken by a responsible member of staff using a checklist of names. Headcounts must be taken at every departure and at suitable times during a visit. **When undertaking the headcount the checker must physically see the person before ticking their name on the checklist**. All Supervisors should carry a list of all children and adults involved in the educational visit at all times. Children, particularly in years 1 to 3 should be easily identifiable, especially if the visit is to a densely populated area. Hi-visibility bibs will be worn by all pupils, but children **should not** wear name badges on show.

FIRST AID ARRANGEMENTS

Adequate and appropriate first aid provision must be made available for all out-of-school activities. First aid should form part of the educational visit risk assessment. Before undertaking any off-site activities the Head Teacher and Group Leader should assess the level of first aid that may be required and agree the appointment of a person to be responsible for first aid arrangements during the visit. For local low risk activity a person holding an emergency first aid qualification may be sufficient. For activities in remote environments such as during Duke of Edinburgh award expedition training one supervisor should hold a first aid qualification specific to the outdoors.

The Group Leader and other Group Supervisors/Members should know names and locations of First Aiders during the visit. This information should be kept in the in the Emergency Pack.

Numbers & Competencies of First Aiders

The Group Leader should make an assessment of first-aid needs appropriate to the circumstances of each educational visit. The aim of first aid is to reduce the effects of injury or illness suffered during the educational visit, either caused by the activities or by some factor outside the Group Leaders control. First-aid provision must be 'adequate and appropriate in the circumstances'. This means that sufficient first-aid personnel and facilities should be available to give immediate assistance to casualties with both common injuries or illness and those likely to arise from hazards associated with specific activities planned during the educational visit as well as to summon an ambulance or other professional help.

The Group Leader should decide the number, and level of qualification of First Aiders that will be adequate and appropriate. The number of people on the educational visit should not be regarded as the only factor in deciding how many first aiders would be appropriate. Considerations to be taken account of within the educational visit risk assessment include the nature of the activity, the kind of likely injuries due to the activities and the distance to the nearest hospital. The person/people chosen to be the First Aider(s) on an educational visit should be selected on the basis of being competent, suitably qualified, and able to act in an emergency and having a degree of organisational ability.

Group Leaders may need to justify on what grounds the level of first-aid provision has been set. Although there is no requirement for the assessment of first-aid needs to be formal or written, it may be useful to record the results.

Appointed Persons

Where the risk assessment identifies a comparatively low-risk to health and safety and identifies that a first aider is not necessary the Group Leader must still ensure that there is an Appointed Person on every Educational Visit. It is the duty of the Appointed Person to take charge of the first-aid arrangements, including looking after the equipment and facilities and calling the emergency services when required.

Arrangements should be made for an appointed person to be available to undertake these duties at all times during the educational visit.

First Aid Boxes

Portable first aid boxes for use on educational visits should be readily accessible at time of need, e.g. kept on board the coach during the journey. All minibuses are required by law to carry two first aid boxes. The educational visit supervisors should hold a suitably stocked number of portable first aid boxes. Children/young people should not have free access to first aid boxes.

Medical Room

If there is a designated first aid room at the venue children/young people must not be sent there and left alone. The Group Leader should be informed if a group member is sent to the first aid room or requires first aid.

Transportation

In general, if a group member requires hospital treatment for injury or illness, an ambulance should be called by dialling 999, dialling 9 - 999 if calling through a switchboard within the UK or by using the appropriate emergency number if abroad. At the Group Leader's discretion, an injured or sick adult or child may be taken home by taxi or car, provided they are accompanied by a responsible person, other than the driver, who is known to the child.

If private transport is to be used the Head Teacher / acting Head Teacher Targeted Youth Service Area Manager must authorise a nominated member of staff as the driver; ensuring that the driver is adequately insured (Business Use Insurance Cover) to drive the vehicle. These checks should be carried out and documented as part of the educational visit emergency plan.

Administration of Medication during an Educational Visit

If pupils need to take medication during an educational visit, parents must inform the Head Teacher of this requirement either in writing or in person. Parental permission and medicine administration instruction should be provided to the Group Leader. Medication should be collected in its original container, and details of dosage should agree with instruction given by parents. Medication must be kept in a securely controlled medical store or held where appropriate by a suitable person until it is required. **A written record should be kept of times and dosages of medications administered, the record should be signed and witnessed.**

Emergency Details

If a participant is admitted to hospital, the Group Leader should inform the Emergency School / Home-base Contact and refer to the Emergency Contact List which includes details of contact telephone numbers to inform parents, these details should be kept by the Group Leader

On return to school, all accidents should be logged on the Evolve system as a record and any hospital visits reported and emailed to the Local Authority Educational Visits Coordinator using the appropriate reporting form.

5.2 Transport

Transportation for trips will be organised by the school, in line with our safety procedures. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision. Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

Minibus

This section provides a summary of the guidance contained in Liverpool City Council's Occupational Road Risk Policy and the Corporate Drivers' Handbook and as such can be used as a checklist during the planning of an educational visit after reading the full document.

When planning a visit, Gwladys Street Community Primary and Nursery School may from time to time use the school minibus. We ensure that our vehicles are fully insured and comply to the list below.

Vehicles must: -

Be regularly and suitably maintained & inspected. A designated member of staff should hold the responsibility for overseeing maintenance and care of the minibus. Any defects should be reported immediately and appropriate remedial action taken. All necessary repairs must be carried out before use. Maintenance and other records should be kept for at least 3 years. Containers of fuel must NOT be carried.

Carry a suitable fire extinguisher. E.g. foam/carbon dioxide, and should be readily available for use.

Have clearly indicated emergency exits. Passengers should be made aware of them.

Have suitable first aid provision (at least two first aid boxes) readily available for use.

Have passenger and driver seat belts fitted and available for every person on the minibus, the driver is to ensure they are used.

Ideally have high back seats to protect against whiplash. Vehicles with side facing seats should not be used.

Have adequate wheelchair & passenger restraints provided where wheelchair users are to use the minibus.

Have a register of all adults authorised to drive the minibus and their competencies e.g. undertaken MIDAS assessment. A record of the use (Vehicle Mileage/Log) of the minibus should also be maintained.

Have an Operating Permit. A minibus that is used to carry passengers for "Hire or Reward" is normally classed as a Public Service Vehicle (PSV). It must therefore comply with PSV Operator Licensing and Passenger Carrying Vehicle Driver Licensing requirements. Some schools and voluntary organisations may be exempted from these requirements if they are eligible for a 'Minibus Permit' granted under section 19

of the Transport Act 1985. For further information see Liverpool City Council Occupational Road Risk Policy and Corporate Driver's Handbook.

Have an approved towing bracket if it is necessary to connect a trailer to the vehicle. Drivers unfamiliar with towing trailers should take a practice drive to master manoeuvring and reversing. Trailers should be suitably maintained and inspected. A second adult should assist the driver in confirming that trailer lights work properly before commencing a journey. A maximum speed limit of 50 mph. should be observed when towing.

Drivers must:

- Be at least 21 years of age.
- Hold a suitable full driving license.
- Have successfully completed suitable training and assessment.
- Have appropriate health and driver training records.
- Notify the Head Teacher/ Targeted Youth Service Area Coordinator if there is any change in their circumstances that may affect their suitability to drive.
- Carry out a vehicle check prior to using the vehicle.
- Be familiar with the vehicle and highway codes before carrying passengers.

Minibus Driver Entitlement

Voluntary drivers who hold Category B (post 1997 car entitlement) can drive a minibus if all the following are met:

- The driver has held a Category B licence for at least 2 years.
- A non-commercial body is using the minibus. (Whether a school is a non-commercial body will depend on its status. The majority of schools are considered as being non-commercial organisations. However some independent schools may lack charitable status and be classified as commercial).
- The driver can not be compelled by his employer to drive.
- Driver is only paid out of pocket expenses and not specifically for the driving.

The minibus can be operated for "hire or reward" if a (Section 19) Minibus Permit is held and the following additional conditions are met: -

- The minibus has a capacity of up to 16 passengers.
- The driver is aged 21 or over.
- The maximum weight of the minibus is not more than 3.5 tonnes. This excludes any specialist equipment for the carriage of disabled passengers were a maximum weight of 4.25 tonnes will be permitted in certain circumstances.
- The driver cannot tow a trailer.

For more information regarding D1(PCV) and pre-1997 car licence entitlement read “Minibus Driver Entitlement” within Liverpool City Council’s Occupational Road Risk (Driving at Work) Guidance Note GN28.

Driver Responsibilities

- Prior to using the minibus the driver must check the essential elements of the vehicle (see “General driver pre-journey checks”, below) and report any defects in writing.
- If a major defect occurs en-route, the journey must stop until the defect has been repaired by a competent person. It is recommended that drivers have access to a mobile phone for use in case of emergency but must not be used by the driver whilst driving.
- Luggage should be stowed safely and neatly so it does not obstruct gangways or exits. Roof racks when used, should have goods evenly distributed on them and suitably secured.
- Drivers are legally responsible for the vehicle they are driving and should observe current legislation for driving, (speeding, parking restrictions etc).
- It is the driver’s responsibility to ensure the vehicle is not overloaded with passengers or goods and that seatbelts are worn.
- Drivers must never drink or be under the influence of any other substance and drive. Alcohol can remain in the blood for up to 24 hours, therefore it is considered good practice that alcohol is not consumed 12 to 24 hours before driving.
- If drivers become tired or unwell they must stop at a suitable place until they recover.
- Drivers are responsible for returning the bus in a suitably clean and tidy condition.
- In case of fire or other emergency, a driver’s primary responsibility is the health and safety of his passengers by ensuring they leave the vehicle quickly to an area of safety. They must be protected from other vehicles as far as possible.
- The fighting of engine or other fires is best left to the emergency services.
- Drivers should ensure that passengers are suitably supervised. An additional adult should act in a supervisory capacity for journeys with young children, disruptive children or those with educational needs.

Drivers Hours

- Before starting out on a journey due consideration must be given to the time to be spent ‘at work’ (not simply behind the wheel) and the distance to be covered. Wherever possible a relief driver must be carried to cater for a long journey or in case of illness. In addition : -
- Drivers must take a break of at least 15 minutes after driving for 2 hours.
- Drivers must not be behind the wheel for more than 6 hours during a working day (for ‘professional’ drivers this limit may be increased to 8 hours).
- The length of a driver’s working day must not exceed 10 hours i.e. between starting work (not just starting driving) and finishing.

General driver pre-journey checks

- The vehicle handbook that lists the manufacturer’s details; covering the design and operational standards should be available to the driver.
- Brakes and steering operate correctly.

- All lights, instruments and horn operate correctly.
- Windscreen wipers and wash operate correctly. Adequate supply of windscreen wash fluid.
- Correct fluid levels – fuel, oil, brakes, coolant etc.
- First aid kits are in place.
- Fire extinguisher, is in place.
- Windows clean and there is good visibility.
- Tyres should be free of cuts and cracks, correctly inflated and have a minimum of 2.0mm of tread.
- All luggage and other objects should be suitably and safely stored.
- Spare tyre carried, in good condition, satisfactorily inflated. Wheel changing equipment present.
- Internal (and external mirrors where fitted) are in good condition and correctly aligned.
- Seat belts are working correctly.

Coaches

The primary consideration in the carriage of children is safety, where numbers make the use of minibuses impractical coaches should be used. Legislation requires that coaches have seat belts.

Staff supervising on coaches should check that all group members are all wearing their seat belts. There is no requirement for younger children travelling on a coach to be held in a child car seat or booster seat. They should use the existing seat belt system. Schools should ensure they use reputable coach companies with proven maintenance checks and policies such as a tyre aging policy.

When coaches or minibuses are to be used, we will ask the provider for evidence and details of coach safety audits, a copy of the coach company's operating licence as well as motor vehicle and employer's Liability Insurance. Other issues to be checked include: -

- **Seatbelts:** where necessary ensure road transport is fitted with sufficient seatbelts for the relevant group size; in line with current legislation.
- **Driver's Hours:** ensure all itineraries for tours using road transport take into account current legislation on driver's hours and statutory breaks.
- **Driver recruitment:** check contracted coach/minibus companies provide evidence that they have taken reasonable steps to establish their drivers do not have a criminal record or a detrimental employment record.
- **Tyre age policy:** Ensure coaches use tyres no older than 10 years old. If unsure you can use tyre decoder to check www.tyred.org.uk/decoder
- **Public Transport:** the appropriate authorities of individual Countries determine the regulations concerning public transport so there is little to be done in this area. If public transport is to be used ensure regard is given to the safety of Educational Visit Group Members using it; especially when boarding and alighting transport in countries that drive on the right.

No smoking

- It is illegal to smoke in a public vehicle neither drivers or passengers in may smoke

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip
- The setting and circumstances of the trip
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour. See **appendix 3** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

7. Communication and consent

Parents and guardians should be able to make an informed decision on whether their child should go on a particular educational visit. The Group Leader should ensure that parents are given sufficient information in writing and are invited to any relevant briefing sessions or presentations to assist them in making the decision. Separate consent should be sought for residential and hazardous activities, however for routine educational visits that form a regular part of the school curriculum parents may be informed once via a letter and parental consent may be sought annually.

The following information should be provided to parents: -

- Date and duration of the educational visit.
- Educational visit or activity objectives.
- Detail of the cost of the visit or activity in consideration of the school's charging policy.

- Details of any existing or additional visit insurance cover.
- Times of departure and return and the location where the participants will be collected from and returned to – parents must agree to meet their child on return including arrangements for an early return (written agreement where necessary regarding meeting any additional costs for an early return).

- Details of travel arrangements including modes of transport and the names of any travel companies used.
- The size and gender mix of the group, details of local or remote supervision including the names and relevant competencies/qualifications of the Group Leader and other accompanying staff and adults.
- Details of accommodation including its name address and telephone number(s) of the final destination as well as those of any other overnight or en-route stops. Other details provided should include on-site security arrangements.
- Details for the provision of special educational, dietary, or medical needs.
- Details of any activities planned (specifying any hazardous activities) and how they will be supervised and assessed risks managed.
- Procedures for dealing with participants who may become ill or injured and other relevant emergency contact procedures. An emergency contact number should be given to parents
- Expected codes of conduct.
- Equipment, clothing and pocket money required on the visit as well as details of what should not be taken or brought back from the educational visit.
- Details of any inoculations or other medication (e.g. salt tablets etc.) that may be necessary.

In the case of day-visits involving lower-risk activities information may not need to be as detailed but should be provided to parents in writing. However before proceeding with residential visits, visits abroad, when engaging in potentially hazardous adventure activities or where the group will be remotely supervised parents must be both informed in writing as well as being encouraged to attend a briefing meeting/presentation where the information may be expanded upon and any written communications can be explained verbally.

Briefings or presentations should be attended by the Educational Visit Co-ordinator and the Group Leader and / or supervisors who will be actually leading the groups during the visit. This will allow parents to question the actual leader of the visit. A record should be kept of parental questions, concerns raised, and action taken to address them. Any relevant information arising out of the briefings/presentations should be given to all parents including those unable to attend.

It is vital that appropriate and clear language should be used in any communication to parents concerning educational visits, in order to minimise potential misunderstanding. Where English is a second language or is not spoken by parents it will be necessary to arrange for interpreters.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

We will always get written consent before taking nursery-age children off-site.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

Parental Consent and Responsibilities

Parents or guardians should prepare their child for the educational visit; for example, by re-enforcing the educational visit's code of conduct and providing suitable clothing etc. Parents should be asked to agree arrangements for any circumstances where it may be necessary to send a child home early and where necessary agree to meet any costs.

It is important that parents recognise their responsibility regarding the educational visit, as such they should: -

- Fill in and sign the Parental Consent Form. A consent form should be completed for each group member. Generic consent forms may be used for routine educational visits that form a regular part of the school curriculum but high risk and residential activities should each have their own consent form.
- Provide a contact address and where possible two emergency contact telephone numbers.
- Recognise that child's behaviour must not put themselves or others in danger.
- Provide personal details of their child including relevant details of any allergies, phobias, injuries or medical conditions and / or any other medication or dietary requirements.
- Provide sufficient quantities of any medication that may be required and agree the arrangements for its safe keeping and administration with the Group Leader.
- Provide the name, address and telephone number of the child's GP.
- Provide details as to whether the child suffers from travel sickness, toileting difficulties or has any night-time tendencies such as sleepwalking (for residential visits).
- Provide any other relevant information that the parent thinks should be known.
- Provide appropriate clothing and equipment.
- Meet with the Group Leader or Educational Visits Co-ordinator who has organised the visit in order to resolve any queries.

Medical Consent

This forms part of the parental consent. Parents should be asked to agree to their child receiving emergency treatment where it is considered necessary by medical authorities. If parents do not agree to this, Head Teachers may decide to withdraw the child from the visit given the additional burden of responsibility this would place upon the Group Leader.

If parents withhold consent

If parents withhold consent the child/young person must not be taken on the educational visit. In such circumstances and where possible the curricular aims should be delivered to the child/young person in some other way. If parents give a conditional consent the relevant Head Teacher will need to consider whether the child/young person is to be taken on the educational visit or not given the additional burden of responsibility this would place upon the Group Leader.

Contact between parents and pupils

Head Teachers and / or Group Leaders must ensure that parents can contact their child and the Group Leader in the event of a home emergency, via an Emergency Contact. For non-routine educational visits

arrangements should be made for parents to be informed by the school of the group's safe arrival at the final destination and / or at agreed travel stages. Arrangements must be made and agreed with parents so as to allow children/young people who may wish to speak to their parents individually to do so.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the Head Teacher or 1st emergency contact if the Head Teacher is on the visit. The Head Teacher or Senior Leader deputising in the Head Teachers absence will then follow the School Emergency Plan (SEMP) and work alongside the Local Authority.

1 member of staff will always accompany a pupil seeking medical treatment.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

RESPONSIBILITIES OF THE EMERGENCY HOME / SCHOOL CONTACT

The Emergency School / Home-base Contact must be a responsible adult (usually a senior member of staff) who can be available to respond to an incident throughout the duration of the visit.

The School / Home-base Contact must never be the parent of one of the children or young people participating in the visit, as they need to be emotionally detached from any situation that may arise.

The School / Home-base Contact must be familiar with Liverpool City Council's Educational Visits Health and Safety Policy. It is advisable to have more than one School / Home-base Contact if the educational visit or activity is to last more than one day. If there is more than one, the School / Home-base Contacts, contacts must make such arrangements between themselves as necessary to ensure the availability of at least one of them at all times.

The Group Leader must hold all School / Home-base Contact telephone numbers.

The Emergency School / Home-base Contacts have the following duties: -

- Ensure that they have all the relevant information about the visit in the 'Home-base Emergency Pack'
- Keep the 'Home-base Emergency Pack' by their telephone along with a pen and paper for making notes.
- Be prepared to receive a phone call from the Group Leader on arrival at, and / or return from the venue. Record any phone calls regarding the visit on the pre-planned phone call sheet.

9. Charging and insurance

Sections 449-462 of the Education Act 1996 set out the law on charging for school activities in schools maintained by local authorities in England.

Educational Visits

Schools cannot charge for:

- Education provided on any visit that takes place during school hours
- Education provided on any visit that takes place outside of school hours if it is part of the national curriculum, or part of a syllabus for a prescribed public examination that the child/young person is being prepared for at the school, or part of religious education
- For the cost of supply teachers to cover for those teachers who are absent from school accompanying children/young people on a residential visit.

Schools can charge for:

- Board and lodging and the charge must not exceed the actual cost.

Transport

Schools **cannot** charge for:

- transporting registered children/young people to or from the school premises, where the local authority has a statutory obligation to provide transport;
- transporting registered children/young people to other premises where the governing body or local authority has arranged for pupils to be educated;
- transport that enables a child/young person to meet an examination requirement when he has been prepared for that examination at the school;
- transport provided in connection with an educational visit.

Voluntary Contributions

Nothing in legislation prevents a school governing body or local authority from asking for voluntary contributions for the benefit of the school or any school activities. However, if the activity cannot be funded without voluntary contributions, the governing body or head teacher should make this clear to the parents at the outset. The governing body or head teacher must also make it clear to parents that there is no obligation to make any contribution.

It is important to note that no child/young person should be excluded from an activity simply because his or her parents are unwilling or unable to pay. If insufficient voluntary contributions are raised to fund the visit, then it must be cancelled. Schools must make sure that they make this clear to parents. If a parent is unwilling or unable to pay, their child must still be given an equal chance to go on the visit.

When making requests for voluntary contributions to the school funds, parents must not be made to feel pressurised into paying as it is voluntary and **not compulsory**. Schools should avoid sending colour coded letters to parents as a reminder to make payments into the school or maintenance funds. Schools should

also ensure that direct debit or standing order mandates are not sent to parents when requesting for contributions

Gwladys Street Community Primary and Nursery School, will follow our school's charging and remissions policy at all times.

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours **if** it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip. We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential visits

The headteacher, together with the governing body, will approve all residential trips longer than 24 hours. The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school
- The full address and contact details of the destination
- Planned activities and options
- Meal provision
- Costs and optional charges, including non refundable deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- Clothing and equipment provided, and what pupils must bring themselves
- Public health requirements, including any required vaccinations
- Accommodation options and arrangements
- The names of staff attending

For visits abroad, we will make sure that any organisation providing activities hold the LOtC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

When planning a residential visit the school will adhere to the Local Authorities policies

11. USE OF CONTRACTORS (PROVIDERS) AND TOUR OPERATORS

Schools need to make informed choices about the suitability of contractors of educational visits and outdoor centres in order to ensure, as far as is practicable, the health and safety of the pupils and others involved.

Contracted providers of educational visits include; tour operators, expedition providers, outdoor education centres, local farms, civic museums as well as national bodies such as the Youth Hostels Association.

Accidents can happen even during the most carefully managed activities. When considering an educational visit to an Activity Centre or when planning to use an Activity Provider, schools and other services must satisfy themselves on matters such as the company's safety policy, levels of instructor competence, qualifications and standard of equipment. For example, check that contacted providers hold an up-to-date Adventure Activity Licence, or a Learning Outside the Classroom quality mark as these provide evidence that they comply with nationally accepted standards (see Section 12).

If a provider is being used that doesn't hold Learning Outside the Classroom quality mark you must obtain an additional provider form. There are central provider forms stored within EVOLVE for providers that are regularly used, if your provider form is not here then you must ask them to complete one and attach it to your EVOLVE form. To assist in this assessment the following issues should be considered: -

▪ **Safety Policy Statement**

Ask the contracted provider for evidence of: -

- An up-to-date and suitable health and safety policy.
- The way in which the policy is brought to the attention of staff.
- The way in which the contractor monitors his health and safety arrangements.

▪ **Health and safety arrangements**

Ask the contracted provider for evidence: -

- That every reasonable measure has been taken to reduce the risk of the occurrence of an accident or ill health.
- Of how the contractor actively promotes the awareness of health and safety amongst his own staff. For example, via training; team safety meetings; accident feedback reports etc.
- Of independent verification of health and safety arrangements e.g. if an external professional body audits the contractor's health and safety precautions.

▪ **Insurance**

Ask the centre or provider for evidence that they have adequate public liability insurance and how their insurance policy affects your School or Youth Service insurance cover. Those Schools and Youth Services that are insured by the City Council should contact the Council's Treasury Management/Insurance Unit.

▪ **Provision of accommodation**

All accommodation that is to be used for the first time must be checked to ensure it conforms to United Kingdom standards of safety as a minimum requirement. Ask for evidence from the accommodation provider directly, or seek it from the brochure advertising it or the Agent supplying it. If feasible request a pre-visit safety guide; this should draw your attention to accommodation's key safety points, in particular fire safety.

▪ **Provision of Services or Equipment**

Ask for evidence that equipment supplied by a contracted provider for your use on the educational visit or for an activity is: -

- Recognised regulation equipment purchased by the contractor taking health and safety into account.
- Adequately maintained to a planned maintenance programme, and maintenance documentation is up-to-date.
- Regularly inspected and examined at the correct intervals.
- Suitably repaired as required and there are effective systems in place for preventing damaged equipment from being used.

11. SWIMMING IN PUBLIC POOLS

Free swimming in a public pool presents greater risks to the swimmer than organised swimming lessons. A basic rule is that the group must be observed at all times. Check if there is constant supervision by a sufficient number of qualified lifeguards. Group Leaders must follow the recommended supervision levels at the pool for their group as a minimum standard. A minimum ratio should be: -

School years 4 to 6	1 adult per 12 children/young people
School year 7 onwards	1 adult per 20 children/young people

Teachers should monitor the risks of regular swimming activities and adjust supervision levels as necessary. For all swimming pool Educational Visits, the Group Leader must check: -

- The water is clear and its temperature is appropriate.
- The depth of the water is suitable for the activity, e.g. deep enough for safe swimming or shallow enough to allow children to stand up during swimming lessons. There should be signs clearly indicating the water's depth.
- If supervisors or children with disabilities are to use the swimming pool ensure there are suitable facilities for their needs; especially in the event of an emergency evacuation.
- There is poolside communication e.g. telephone, intercom or emergency alarm button.
- There is suitable poolside rescue equipment and if there is someone trained to use it.
- There is a suitable changing room for each gender.
- That the changing facilities are safe and hygienic.
- That clothes and belongings can be stored securely.
- That group members have been instructed in how to behave in and around the water.

Supervision

The Group Leader has overall responsibility of children/young people during the educational visit.

The Group Leader must ascertain that lifeguard cover is provided by the swimming pool operator. If there are no qualified lifeguards available children/young people may not use the pool. Staff/appointed adult may only act as a lifeguard if they hold a Royal Lifesaving Society National Pool Lifeguard Qualification stating their competence to affect a rescue from a depth greater than or equal to the depth of the pool being used.

A national rescue test for swimming teachers and coaches is classed as an acceptable qualification only whilst the children are following a structured session, under instruction from a teacher. This award does not cover you to act as a life guard during any “fun/play” sessions. You must also have another adult present during the activities who is able to get help if required.

The Group Leader or an appointed assistant must observe the group from the poolside and be prepared to alert the lifeguard if a child/young person is in difficulty. This observer must be conversant with pool operating regulations and emergency procedures.

The Group Leader must ensure that: -

- Group members know how to summon help in an emergency.
- Group members are aware of the signal for leaving the water.
- Group members are counted in and out of the water.
- Good discipline and pool rules are observed at all times.
- Rough play; such as ‘bombing’, running and unnecessary noise are forbidden.

Medical considerations

The Group Leader must be aware of children/young people with any medical conditions that may affect their safety or that of others during the activity. In the case of epilepsy, the instructor must be made aware of whom the child/young person is and should be provided with brief information as to the form the seizures take. Medical clearance must be obtained from both the parents and medical practitioner. Epileptics may be required to have a spotter to provide one-to-one supervision whilst in the pool.

Diving

Diving may only take place where the water has a vertical depth of at least 1.8 meters and a forward clearance at this depth of a minimum of 7.6 meters and must be supervised by a competent supervisor who has no other responsibilities during the lesson.

Swimming in open inland water and the sea is prohibited at Gwladys Street School. Any high risk activity involving water will only take place with authorisation from the Local Authority and will be part of the planned activity led by trained providers.

12. FARM VISITS

Farms can be dangerous places with specific hazards that may arise from slurry or grain pits, potentially dangerous machinery, electric fences, uneven and/or slippery ground, chemical and other stores, as well as potentially dangerous live stock. Therefore, educational visits to farms require particularly careful planning. Gwladys Street Community Primary and Nursery School will always seek permission from the Local Authority to attend or have a farm visit on site.

a. PRIOR TO THE EDUCATIONAL VISIT

Regard should be given to the following issues prior to the educational visit taking place: -

- Prepare the children/young people thoroughly so they know what to expect, and what is expected of them (see code of conduct) during the educational visit.
- Ensure all those attending the educational visit wear suitable clothing and footwear.
- Ensure all those attending the educational visit have been informed of any specific hazards.
- Children/young people should not be allowed in animal pens.
- Preferably undertake an exploratory visit to check the farm suitable for the intended educational visit. It should be well managed, have a good reputation for safety standards, animal welfare and maintain suitable washing and other welfare facilities that can be used by the visiting party.
- Ensure that the farmer or the farm manager is fully aware of the limit of the visiting group's knowledge and awareness of the countryside and of agriculture.
- Discuss and agree the visit requirements, organisation (especially emergency arrangements) and programme of activities with the farmer or site manager.

b. CODE OF CONDUCT

All those involved in a farm visit should be informed of the required code of conduct prior to the visit and knowledge of that code checked, it should then be constantly enforced during the visit.

The farm-visit code of conduct should include the following: -

- Listen carefully and follow the instructions and information given by the Group Leader and supervisors.
- Do not use or pick up tools (e.g. spades, forks etc.) unless permitted to do so by farm staff and the Group Leader/supervisors.
- Do not ride on tractors or other machinery.
- Do not climb on walls or into animal pens.
- Approach animals quietly and gently.
- Do not frighten or torment animals.
- Do not play in the farm area.

c. HYGIENE ON THE FARM

All farms have a degree of bacterial contamination. All animals naturally carry a range of micro-organisms that can be transmitted to humans. Some infections such as E-Coli 0157 present a serious hazard as they can potentially cause a severe illness. The risk from such an illness is particularly great to children under the age of six. The risk of infection can be readily controlled by good hygiene practices, these should include: -

- Ensure there are adequate levels of supervision to ensure suitable control.
- No eating or drinking allowed outside of designated eating areas.
- Do not eat food that has fallen on the ground.
- Do not suck fingers or put pens, pencils or other objects your mouth.
- Wash hands, especially before eating, after any contact with animals and before leaving the farm.
- Wear appropriate clothing including suitable footwear (Wellingtons / boots).
- Clean or change footwear before leaving the farm, then wash hands.
- Cover all cuts and grazes especially on the hands with a waterproof dressing.

- Do not place your face against the animals or kiss animals.
- Do not taste any animal foodstuffs.

If a member of the group shows signs of illness (e.g. sickness or diarrhoea) after the visit, they and / or their parent / guardian should be advised to contact the doctor and explain that they have had recent contact with animals.

13. Review

This policy will be reviewed every 2 years or when National and Local advice changes by the EVC. At every review, the policy will be shared with the full governing board.

14. Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy
- Relationship policy
- Child protection policy
- First aid policy
- Supporting pupils with medical conditions policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan
- Early Years Foundation Stage (EYFS) policy
- Local Authority Educational Visits Policy 2022

Appendix 1: Planning an Educational Visit

Steps to a successful Educational Visit.

1. Complete forms (Staffroom display) and speak to the **Headteacher/ Deputy Headteacher** about where you are going. Check the diary for available dates and your budget. Ensure no clashes with dates. **The Head or Deputy MUST agree and sign forms. Pass paperwork to Educational Visits Coordinator (EVC)**

2. Check the availability of the mini buses and assess impact of staff needed (booking form in the office) and the corresponding dates with your venue. Complete the Cover Page for Risk Assessment and then Book.

3. Add the date to the school diary and also **pass the date to a member of the SLT** so it can be added to the diary.

4. Write the letter to the parents. Include:

Date of trip, Where you are going and how it links to the curriculum, times (to be at school, leaving school, back at school), What they will need including, clothing, packed lunch (labelled and no fizzy/ glass bottles), Reminder about medication being in school/ in date and relevant forms completed

(if applicable). Volunteers, Free school meal requests, voluntary cost. Request Parental support for the visit to avoid disturbance to other year groups.

Include quote regarding parents informing of medical changes.

5. Letters checked by Head Teacher or Deputy Head Teacher

6. Letters sent to parents *at least 3 weeks* before. **Copy of Letter handed to the office.**

Inform Kitchen of number of Free School Meals needed.

7. Go to the venue and complete a risk assessment.

Complete the Risk Assessment paperwork and upload onto Evolve at least 3 weeks before the visit. Do not add Planning and Evaluating Form to Evolve. If individual Risk Assessments are needed for a child - Do not add to Evolve - No pupil names on any Risk Assessment.

(All high-risk activities, including farm and zoo visits, must be approved by the LA and must be with them no later than 28 days before the visit.)

8. Send out Parent/ Carer contract for those who have volunteered. When returned, give to a member of SLT to check and sign. Copy and give the copy back to parent/ carer. Print documents off Evolve including group lists. **Ensure Evolve register is correct.**

9. On the day - Copies of Risk Assessment to all staff on trip, Parent protocols explained, Contact details handed to HeadTeacher and EVC, Group lists from Evolve (hand a copy to office with any absences marked and **update register on Evolve**) Inform member of SLT of any absent children so register can be updated, if child does not appear on the day. High Visibility Jackets, Wrist bands, Medication, First Aid, Out of school medication booklet (green), Sick bags/ bucket, Collect Free School meals from kitchen. **Please note Pink Medical forms, permission slips or any parent contacts* DO NOT leave school. *only for residential.**

10. After the visit fill in the evaluation on Evolve and take ALL documents, slips etc to the Office for storage.



Date of visit -

Planning and Evaluating a Visit

BEFORE VISIT

Title/Nature of Visit

Admin/Head Informed	
Date checked and added to diary	
Mini bus drivers confirmed	
Letter to Parents Sent	
All Permission Slips Returned	
Preliminary Visit Completed	
Additional staff confirmed	
Medical Equipment Collected	
Text Message Reminder Sent	
Risk Assessment Signed	
Kitchen Staff Informed	

Location of Visit (full address and contact number)

How will the visit enrich the learning and teaching going on in class?

Breakdown of Cost (Contributions requested per pupil, transport, venue etc)

If using the school bus please calculate the cost of fuel per mile as this will be deducted from your IPC funding.

Contact Numbers

All accompanying staff. Please indicate person with the position of group leader and assistant group leader.

Number of parents Helpers (initially) Then please add parents names

Transport

Company and Telephone

If using the school minibuses

Who will be driving each bus? Who will be the first aiders on each bus?

--

Safeguarding Medical Needs and Inclusion (How are all pupils being included?)

Medical/safeguarding: Class ():	Medical/safeguarding: Class ():

Number of Free School Meals Required From School

--

Contingency Plan

What if it rains? Where will the children eat their lunch?
--

Preliminary Visit to Inform Risk Assessment

Who and when?

AFTER VISIT

	<div> <div>Strongly Agree</div> <div>↔</div> <div>Strongly Disagree</div> </div>						
COST – the experience was worth it.	1	2	3	4	5	6	7
The visit linked well to the topic.	1	2	3	4	5	6	7
The visit enriched learning.	1	2	3	4	5	6	7
Transport used was reliable.	1	2	3	4	5	6	7
Contingency plans were purposeful	1	2	3	4	5	6	7
I would recommend this visit to other colleagues/schools.	1	2	3	4	5	6	7

What impact will this visit have on standards? How will it impact on learning?

What will be seen in the pupils work books?

ANY OTHER COMMENTS

The Group Leader is to follow and adhere to all elements of LA and School Educational Visits policy.

SIGNED: GROUP LEADER _____ **DATE** _____

This documentation, including attached Risk Assessment is to be given to and signed by Educational Visits Coordinator at least 3 weeks before visit.

Appendix 2: risk assessment template

Risk Assessment and Risk Management Record

School/Youth Group [Click here to enter text.](#)

Learning activity [Click here to enter text.](#)

Group Leader [Click here to enter text.](#)

Other staff [Click here to enter text.](#)



Group size [Click here to enter text.](#)

Supervision ratio [Click here to enter text.](#)

IDENTIFYING AND ASSESSING THE RISKS	RISK LEVEL			CONTROLS FOR MANAGING THE RISKS	REMAINING RISK		
	High/Med/Low						
	Severity	Prob	Level (S x P)		Severity	Prob	Level (S x P)
Heading							
•	1-5	1-5	select	•	1-5	1-5	select
•	1-5	1-5	select	•	1-5	1-5	select
•	1-5	1-5	select	•	1-5	1-5	select

Form Completion date: _____

Risk Assessment Matrix

		Severity 				
		1	2	3	4	5
Probability 	5	Med	Med	High	High	High
	4	Med	Med	Med	High	High
	3	Low	Med	Med	Med	High
	2	Low	Low	Med	Med	Med
	1	Low	Low	Low	Med	Med

Points the Group Leader or team to be aware of

Appendix 3: volunteer behaviour and code of conduct

Dear Parents/ Carers,

Thank you for volunteering your time to support with this educational visit.

To make this visit a success, we would like you to read the following expectations and sign and return the document. We will then photocopy and return one for your records.

** Unfortunately, if you do not agree to the term below, we will not be able to allow you to accompany the children on this visit.

Expectations

Before the visit

- As a volunteer you give permission for us to add your name to an online system* (Evolve).

On the day of the visit

- Inform the school at the earliest point if you are unable to attend.
- Do not consume alcohol or take illegal substances before or during the event.
- Meet with the group leader for a safety briefing.
- Positively represent the school.
- Do not take any images or video footage on personal devices and preferably turn off your mobile phone.
- Stay with the class or group and follow instructions given by the group leader.
- Do not take pupils into 'out of bounds' areas discussed in the safety briefing.
- Do not provide sweets or drinks purchased by yourself to children whilst on the visit.
- Do not allow children to share food due to food allergies.
- If you require a comfort break, speak to the group leader so the group can stop at a convenient place.
- Understand that all visits are non-smoking events and do not smoke cigarettes or e-cigarettes whilst on the trip.
- Respect that members of staff will positively behaviour manage the children and inform the staff of any behavioural issues.
- Inform the group leader of any disclosures by a child immediately.
- Immediately inform a 1st aider of any accidents.
- Any incidents which occur during the visit are kept confidential.

On returning to school

- Return any documentation at the end of the visit to the group leader.

*I give **permission for my name to be used on the system Evolve and will abide by all school expectations.*

Parent/ Carers full name: _____

Signature: _____

Date: _____