

## **Thrussington C. of E. Primary School (Academy)** **Educational Trips and Visits Policy.**

All references to “school” relate to Thrussington as an academy.

### **1. Context/Policy Statement**

**Thrussington School** believes that outdoor learning, off-site visits and learning outside the classroom are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes **Thrussington School** a supportive and effective learning environment. The benefits of pupils taking part in visits and learning outside the classroom include (but are not limited to):

- improvements in their ability to cope with change and novelty
- increased critical curiosity and resilience
- opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness
- increased levels of trust and opportunities to examine the concept of mutual trust
- improved achievement and attainment across a range of curricular subjects. Pupils are active participants allowing a wide range of learning styles to flourish
- enhanced opportunities for learning in context and the development of the social and emotional aspects of intelligence.
- increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving pupils the skills and experience necessary to assess their own risks in a range of contexts
- increased sense of personal responsibility
- improved environmental appreciation, knowledge, awareness and understanding of a variety of environments
- improved awareness and knowledge of the importance and practices of sustainability
- physical skill acquisition and the development of a fit and healthy lifestyle

**Thrussington School** fully recognises that learning beyond the classroom helps to bring the curriculum to life as it provides deeper subject learning and increases self-confidence. It also helps pupils to develop their risk awareness and prepares them for their future working lives. **Thrussington School** has adopted the Outdoor Education Adviser’s Panel (OEAP) National Guidance for all educational visits available at [www.oeapng.info](http://www.oeapng.info)

### **2. Employer responsibilities**

As the employer, the Governing Body meets its obligations to provide staff with guidance, training and support in the following ways:

a. Appropriate guidance.

- The appropriate guidance for the management of outdoor learning, off site visits is the OEAP National Guidance web site – [www.oeapng.info](http://www.oeapng.info)

b. Training to support the guidance to ensure that it is understood.

- For those involved in managing and leading visits the relevant training courses are:

- Educational Visit Coordinator (EVC) Training
  - Visit Leader Training
- c. Suitable systems and processes to ensure that those trained are kept updated.
- For the purposes of day-to-day updating of information, EVCs and Visit/Activity Leaders are directed to the periodic news items and updates of OEAP National Guidance.
- d. Access to advice, support and further training.
- Where an employee experiences problems with finding the material they are looking for, or requires clarification or further help, guidance or bespoke training, they should contact the Local Authority.

### 3. Application

This policy covers any visit that is conducted off site, whether as part of the curriculum, during school time or beyond the usual school day.

All staff are required to plan and execute visits in line with this policy and OEAP National Guidance. Staff are particularly directed to be familiar with the roles and responsibilities outlined within National Guidance.

### 4. Roles and responsibilities

**Visit Leaders** are responsible for the planning of visits but should involve both accompanying colleagues and the pupils in this process. Staff must make appropriate checks on venues and third party providers. Staff are advised to obtain outline permission for a visit, from the Head Teacher before beginning to plan/making any commitments. See Outdoor Education Adviser's Panel National Guidance for the role of the Visit Leader - <http://oeapng.info/visit-leader/>

**The Education Visit Coordinator (EVC)** is the Headteacher, Mrs. Liz Moore, who will support and challenge colleagues over visits and learning outside the classroom. The EVC will check final visit and will either agree or refuse the plans.

See Outdoor Education Adviser's Panel National Guidance for the role of the EVC <http://oeapng.info/evc/>

**The Headteacher** has responsibility for the monitoring and final approval of all visits.

See Outdoor Education Adviser's Panel National Guidance for the role of the Head Teacher <http://oeapng.info/head-manager/>

### The Governors

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. In this case, the employer is the governing body. The governing body is always consulted on residential visits. Wherever possible, governors are invited to visit off-site activities, trips, visits and conduct a monitoring visit. Such visits are reported on to the governing body.

See Outdoor Education Adviser's Panel National Guidance for the role of the governing body <http://oeapng.info/governors/>

The Local Authority.

It is advisable that the visits and activities, listed below, are checked by the Local Authority by submitting the A1 Form before the activity takes place.

- overnight stays

## 5. Preliminary Visits and Provider Assurances

Preliminary Visits

**Thrussington School** requires that all visits are thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people, it is a vital dimension of risk management. It is good management practice to carry out a preliminary visit. The following identifies the circumstances where a preliminary visit is a requirement.

- pre visit required for visits where there is a high complexity factor and the visit has not happened previously
- additionally required when visit is solely led by the academy
- residential visits, visits abroad, exchange visits, adventure led by the school, staff all have aspects of complexity.

If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.

Visit Leaders can take full advantage of the nationally accredited provider assurance schemes that are now available and assist to reduce bureaucracy – examples include: -

- The LotC Quality Badge
- AALS licensing
- Adventuremark

**Thrussington School** takes the view that where providers hold one of the above accreditations, there should be no need to seek further assurances.

The OEAP National Guidance 4.4f – Assessing an adventure activity provider check list, 4.4h – using external providers and facilities and 8.8p – Provider Questionnaire - <http://oeapng.info/downloads/all-documents/> should be followed when undertaking pre visits and assessing providers.

## 6. Types of visit and approval

There are four types of visit, for each of which the approval process is slightly different:

1. Visit / activities within the school's learning area and which involve no more than an everyday level of risk. Visits that are part of the curriculum and take place during the academy day do not require consent. Those that are not part of the curriculum or extend beyond the academy day are covered by blanket consent but information will be provided to parents in advance and they will have the opportunity to withdraw their child.

These follow the learning area operating procedure (appendix 1).

2. Other visits within the UK excluding adventurous activities (but residential). These visits require an A1 Form which is ordinarily submitted to the Local Authority in advance of the visit.

Any visit involving travel abroad

These require detailed planning to commence well in advance. The school will make reference to the Local Authority for guidance in advance and the E.V.C. must be kept up to date with progress. Checks must be made on any third party providers and permission from the Head Teacher to use them be obtained before any deposits are paid.

## 7. Staff Competence

**Thrussington School** recognises that staff competence is the single most important aspect of safe visit management and supports staff in developing this competence in the following ways:

- a mentoring system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role.
- supervision by Senior staff of some educational visits
- support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a Visit Leader the Headteacher will take into account the following factors:

- the level of relevant experience
- any relevant training undertaken.
- the emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- knowledge of the pupils, the venue and the activities to be undertaken.

## 8. Requirement to Ensure Effective Supervision

- Health and Safety laws do not prescribe activity specific staffing ratios, but it does require that the level of supervision and group management is 'effective'.
- **Thrussington School** will assess/determine effective supervision by proper consideration of:
  - staff competence.
  - activity – nature and location of the activity (including the type of activity, duration, skill levels involved).
  - group – age (including the development age) of the group, ability of the group (including special learning needs, behaviour, medical and vulnerability characteristics etc.).
  - environment – nature and location of the activity including the type of the activity, duration, skill levels involved, as well as the time of year and prevailing conditions.

- distance away from base

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

The Visit Leader should follow OEAP National Guidance 4.3b Ratio and effective supervision <http://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision/> and 4.3c Risk Management <http://oeapng.info/downloads/download-info/4-3c-risk-management/>

## 9. Emergency procedures

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

- **Thrussington School** has an emergency plan in place to deal with a critical incident during a visit (see Appendix 3). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes. See also <http://oeapng.info/downloads/good-practice/>
- When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the Head Teacher and the Local Authority. The Headteacher will decide all procedures regarding reporting of an incident. The usual reporting restrictions apply as advised.
- **Thrussington School** will practice its response to emergency situations on educational visits at appropriate intervals

## 10. Visit Planning

- The Visit Leader checklist – National Guidance document 3.3e <http://oeapng.info/visit-leader/> is an important check on the planning of a visit. When a Visit Leader cannot answer yes to a question on this checklist there should be a discussion with the E.V.C. as the Headteacher. In addition the following steps must be completed for any visit:
- gain outline approval from the Headteacher to begin planning the visit and agree funding mechanism / charging policy.

Ensure the visit:

- has clear learning outcomes
- has activities appropriate to the group
- is planned to maximise benefits to the pupils while managing significant risks
- is appropriately staffed
- complies with the academy's safeguarding policy
- involve pupils in the planning of the visit, and how it will be managed, wherever possible
- Ensure emergency procedures include what would happen in the event of illness or injury affecting the visit leader

- Ensure the base contact at the school is fully briefed and has copies of all relevant information
- ensure that the visit is correctly approved and recorded

### **11. Risk Management**

The risk management of an activity/visit should be informed by the benefits to be gained from participating. The Local Authority recommends a “Risk-Benefit Assessment” approach, whereby the starting point for planning should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained, through participation, provides some objectivity to a decision that any residual risk (i.e. the risks remaining after control measures have been put in place) is “acceptable”. The Health and Safety Executive endorses this approach through its “*Principles of Sensible Risk Management*” and advocates that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is a legal requirement for the risk assessment process to be recorded and for suitable and sufficient control measures to be identified for any significant risks. There is no legal requirement to produce this risk assessment record in a particular format but academies and visit leaders should use the format that has been identified in the academy risk assessment procedure and follows the Health and Safety Executives guidance on risk assessment <http://www.hse.gov.uk/pubns/indg163.htm>  
See National Guidance on good practice for risk management <http://oeapng.info/downloads/good-practice/>

### **12. Parental Consent**

Some visits do not require consent, all the rest can be covered by a combination of blanket consent (with subsequent information to parents) and visit specific consent - See the National Guidance document 4.3d on consent <http://oeapng.info/downloads/all-documents/>. It is advisable that all parents/carers are advised of educational trips and permission obtained for visits which take place off the academy site.

### **13. Monitoring**

The Visit Leader should undertake an evaluation of each educational visit and submit this to the E.V.C., in that capacity and to the Headteacher, in that capacity.

### **14. Inclusion**

All academies must follow the National Guidance on inclusion see 3.2e <http://oeapng.info/downloads/all-documents/>

### **15. Charging / funding for trips**

All academies must follow the National Guidance on charging for academy trips 3.2c <http://oeapng.info/downloads/all-documents/>

### **16. Transport**

All academies must follow the National Guidance on Transport for academy trips see 4.5a transport, 4.5b minibuses, 4.5c Transport in private cars and 4.5d seat belts <http://oeapng.info/downloads/all-documents/>

## **17. Insurance**

Insurance cover for approved educational visits is usually provided by the academy insurance provider (public liability) insurance policy. However, as academies may have moved to different insurance providers when they moved away from local authority control confirmation/checks should be made with the insurance provider before the visit takes place. See National Guidance 4.4c Insurance <http://oeapng.info/downloads/all-documents/>

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## **Appendix 1**

### School's Learning Area

#### General

This operating procedure applies to visits within the School's Learning Area. It covers:

- a. Visits / activities that are part of the normal curriculum and take place during the usual school day. These do not require parental consent.
  
- b. All other visits / activities within the Learning Area (those that take place beyond the school day or are not part of the curriculum) are covered by blanket consent but parents will be informed in advance and given the opportunity to withdraw their child.

These visits/activities:

- do not normally need additional risk assessments / controls beyond following the operating procedure below. However, where a specific risk is identified because, for example, a particular pupil's needs then a review of the individual pupils risk assessment should be made and a record kept.

#### Boundaries

The boundary of the territory includes, but is not limited to the following frequently used venues see examples below:

- the Village Hall
- Holy Trinity Church and church yard
- Warner's Woods
- The village
- sports fixtures at Wreake Valley Academy, Loughborough University

#### Operating Procedure for the School's Learning Area

The following are potentially significant hazards within **Thrussington School's** Learning area:

- road traffic
- other people / members of the public / animals
- losing a pupil
- uneven surfaces and slips, trips, falls
- weather conditions
- activity specific issues when undertaking environmental fieldwork (nettles, brambles rubbish etc.)

These are managed by a combination of the following:

- the Headteacher must give approval before a group leaves.
- only staff judged competent to supervise groups in this environment are approved.  
A list of approved staff should be maintained by the EVC and Head Teacher.

- the concept and operating procedure of the extended learning area is explained to all new parents when their child joins the school
- there will normally be a minimum of two adults. (*This depends on the area and the age / maturity of the pupils*)
- staff are familiar with the area and visited previously, including any 'no go areas' and have practiced appropriate management techniques
- pupils have been trained and practiced standard techniques for road crossings in a group.
- where appropriate, pupils are fully briefed on what to do if they become separated from the group
- all remotely supervised work in the School's Learning Area is done in pairs as a minimum. (*this depends on age/maturity and location*)
- pupils' clothing and footwear is checked for appropriateness before leaving school
- staff are aware of any relevant pupil medical information and ensure that any required medication is available and staff are appropriately trained.
- staff will deposit in the office a list of all pupils and staff, a proposed route and an estimated time of return.
- a school's mobile 'phone is taken with each group and the office has a note of the number.
- appropriate personal protective equipment is taken when needed (e.g. hi-viz waist coat)
- a member of the staff accompanying the group is first aid trained

Appendix 2.  
A1 Form

### **Appendix 3**

#### Emergency procedure

The academy's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours, this is the office).
2. This nominated base contact will be able to contact a senior member of staff or governor at all times.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the visit participants, including staff.
4. The visit leader(s) and the base contact know to request support from the Local Authority in the event that an incident overwhelms the establishment's emergency response capability; involves serious injury or fatality or where it is likely to attract media attention.
5. The academy has Local Authority emergency action cards and the appropriate cards are held by:

- a. The visit leader(s)

The visit leader should also have a copy of the visit leader emergency checklist

<http://oeapng.info/downloads/download-info/4-1k-visit-leader-emergency-checklist/>

- b. The first point of contact is the Head Teacher <http://oeapng.info/downloads/download-info/4-1e-8-1e-first-contact-emergency-action-card/>

6. In emergency only and if no homebased contact available, please call; Crisis – 0044 7786 198383 or Emergency Line – 0044 7659 170195.

