



**BRIZE NORTON PRIMARY SCHOOL**  
**Educational Visits Policy**



<b>Review Date Planned</b>	<b>Review Date</b>	<b>Date adopted by Governing Body</b>
April 2018	3rd April 2018	16th May 2018
May 2021	29 <sup>th</sup> March 2021	12 <sup>th</sup> May 2021
May 2024		

### **Rationale**

At Brize Norton Primary School we value the role of educational visits and regard them as an important part of school life. To enable children and staff to gain a full and enjoyable educational visit it is essential that the following guidelines and policies are adhered to.

The range of activities covered by this document include:

- Residential Activities.
- Day Visits using transport
- Day or Part Day Visits on foot
- Sporting Activities
- Swimming Pool Visits
- Farm Visits

School Visits benefit young people in many ways, including:

- Being able to apply a different range of skills than those used in the classroom.
- Enabling, supporting and complementing the work of the National Curriculum, experimental (first hand) and memorable learning.
- Assessing and Managing Risks (Safety).
- Associating the work of schools and teachers directly with the work outside school.
- Developing talents, abilities and interests, which can be motivational and have lifelong relevance.

Teachers, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

### **Educational Visits Co-ordinator**

Our Educational Visits Co-ordinator is Anna Fairhurst.

### **Vetting and DBS Checks**

All staff at Brize Norton Primary School have an enhanced DBS disclosure. Where parents are asked to help on a school trip, only parent volunteers with DBS checks are asked to help.

The school recognises that a DBS check in itself is no guarantee as to the suitability of an adult to work with a given group of children. The placement of an adult within a situation of professional trust should always be on the understanding that a full risk-benefit assessment is completed beforehand.

Any volunteer drivers used to support off-site visits and activities must comply with the school's volunteer drivers' procedures. The school office must have seen a copy of their insurance, MOT certificate and driving licence, and parents must be told which adults are driving and given the chance not to allow their child to travel with that adult.

### **The Governing Body should:**

- Satisfy itself that risk assessments have been undertaken and that appropriate safety measures have been put in place.
- Ensure that all training needs have been addressed.
- Check that they are notified of all school visits.
- Be confident that every visit has specific and stated objectives.
- Be confident that that planning complies with regulations and guidelines, including the school's Health and Safety policies.

### **The Headteacher should:**

- Ensure that visits comply with regulations and guidelines provided by the LA, the School's Governing Body and the School's Health & Safety Policy.
- Ensure that the group leader is competent to monitor risks throughout the visit.
- Be aware of their role on any visit they take part in.
- Ensure adequate child protection procedures are in place.
- Ensure all necessary actions have been completed before the visit takes place.
- Ensure the risk assessment has been completed and appropriate safety measures are in place.
- Ensure training needs have been assessed by a competent person and the needs of the staff and pupils have been considered.
- Ensure the group leader has experience in supervising the age groups on the visit and will organise the group effectively.
- Ensure non-teacher helpers on the visit are appropriate to supervise children.
- Ensure ratios of staff to pupils are appropriate.
- Ensure parents have signed consent forms. (Parents have the choice to provide consent for all trips within the school day on one form in September of each year.)
- Ensure arrangements have been made for the medical and special educational needs of the pupils.
- Ensure adequate first aid provision will be in place.
- Ensure the mode of transport is appropriate.
- Ensure travel times out and back are known in school.
- Ensure there is adequate and relevant insurance cover.
- Ensure they have the address and phone number of the visit's venue and have a contact name.
- Ensure a school contact has been nominated and the group leader has the details.
- Ensure the group leader, helpers and nominated contact have a copy of the agreed emergency procedures.
- Ensure the group leader, helpers and nominated contact have the names of all the adults and pupils travelling in the group, and the contact details of parents.
- Ensure there is a contingency plan for any delays including a late return home.

### **Risk Assessment**

Risk assessments for school visits have three levels:

1. Generic activity risk assessments, which are likely to apply to the activity whenever it takes place.
2. Visit/site specific risk assessments, which will differ from place to place and group to group.
3. On-going risk assessments that take account of e.g. illness of staff or pupils, changes of weather, availability of preferred activities.

### **Emergency Planning and Critical Incidents**

A critical incident is an incident where any member of a group undertaking an off-site activity:

- has either suffered a life threatening injury or fatality;
- is at serious risk;
- has gone missing for a significant and unacceptable period.
- has suffered acute ill health

Brize Norton Primary School has a Critical Incident Plan which is reviewed annually and given to all members of staff. Copies of this document can be found in the school office and staff room.

### **Risk Assessment**

When undertaking risk assessments, a number of variables need to be taken into account.

- The number of pupils involved.
- The age of the pupils, their gender, ability and general behaviour.
- The previous experience of the group undertaking off-site visits.
- The time of day and time of year.
- The travel arrangements.
- The hazards at the environment being visited.
- The numbers, experience and quality of accompanying staff and volunteers.
- The nature of the activities.
- The special educational and medical needs of the pupils.
- The quality and suitability of available equipment.

- Seasonal weather conditions.
- Emergency procedures.
- How to cope when a pupil becomes unable or unwilling to carry on.
- The need to monitor the risks throughout the visit.

### **Duties and Responsibilities**

All staff should be aware of the expectations placed upon them and should appreciate the nature of their relationship to the pupils and other staff.

All Staff must:

- Conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils.
- Inform the group leader if they are unsure of their ability to perform any supervisory function requested of them.
- Recognise the limits of their responsibilities and act within those at all times.
- Report to the visit leader any concerns they have regarding pupil behaviour and well-being during the visit.

### **Responsibilities of Nominated Group Leader**

A group leader, whether a teacher or teaching assistant, has a common law duty of care towards the pupils in their charge. Group leaders are to understand their responsibilities, which are:

- Obtain the head teacher's prior agreement before any off-site visit.
- Clearly define each helper's role and ensure all tasks have been assigned.
- Be able to control and lead pupils of the relevant age group.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place.
- Be aware of safeguarding issues.
- Ensure adequate first aid provision.
- Undertake and complete the planning and preparation of the visit, including the briefing of group members and parents.
- Undertake and complete a comprehensive risk assessment.
- Review regularly undertaken visits/activities and advise the head teacher where adjustments maybe necessary.
- Ensure that teachers and helpers are fully aware of what the visit entails.
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure adult:pupil ratio is appropriate for the group.
- Consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an emergency.
- Ensure all helpers have the school's contact details.
- Ensure all helpers have copies of the emergency procedures.
- Ensure that all helpers have details of the medical and the special needs of the pupils.

### **School staff**

Staff on school visits act as employees of Brize Norton Primary School whether the visit is during normal school hours or outside the school day. Staff must do their best to ensure the health and safety of everyone in the group and act in the same way any reasonable parent would in the same circumstances.

They are to:

- Follow the instructions of the group leader and help with behaviour.
- Consider stopping the visit or activity and notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.

### **Adult Volunteers**

Non-staff adults on the visit should be clear about their roles and responsibilities during the period of the visit:

They are to:

- Do their best to ensure the health and safety of everyone in the group.

- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline.
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.

### **Pupils**

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

- Not take unnecessary risks.
- Follow the instructions of the leader and other helpers including those at the venue/ centre.
- Dress and behave sensibly and responsibly.
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.
- Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.

### **Parents**

Parents should be able to make an informed decision on whether their child should go on the visit. The group leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions. The group leader should also tell parents how they could help prepare their child for the visit e.g. reinforcing the visit's code of conduct. Parents will need to:

- Provide the group leader with emergency contact numbers.
- Sign the consent form. (See above for consent provided once a year for trips within the school day.)
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

### **Records and Communications**

Records of a visit can provide a very useful and informative way of demonstrating the accountability of the school towards its pupils.

- Pre Visit risk assessments are to be kept.
- Reports of any accidents or incidents are to be kept on file.

Parents should always be made aware when their children are leaving the school premises. Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to ensure that the National Curriculum work that was being developed during the visit is made available to the pupil in the school. The refusal of the parent not to allow their child to go on the visit does not offer the opportunity for the child to be kept off school or the day.

### **First Aid**

There is to be a qualified first aider on every visit and a first aid kit is to be taken on every visit.

### **Staff/Pupil Ratios**

OEAP (Outdoor Education Advisers' Panel) guidelines on staff pupil ratios are to be considered as a starting point on all school visits.

The guidelines are:

- Foundation Stage to Year 3 – One adult to every 6 pupils
- Years 4 to 6 – One adult to every 10 - 15 pupils

However, these ratios are guidance, and should be varied on a case-by-case basis depending on:

- the duration and nature of the trip
- the children's age and level of maturity
- Pupils with special educational or medical needs
- the nature of the activities undertaken (especially whether the group will stay together or split up, and whether they will be accompanied by site (e.g. outdoor visit centre or museum) staff
- Experience of adults in off-site supervision.
- Requirements of the organisation/location to be visited.
- Competence and behaviour of pupils.

- First aid cover

The final decision on the appropriate adult:child ratio for any visit will be made by the headteacher. If the headteacher is not satisfied that the ratio has been met, the trip may be cancelled.

Where there is more than one member of staff on the visit, the group leader appointed is empowered as the authority over the whole group. The head teacher must assess the suitability of potential helpers and leaders at a very early stage of planning. All adults on a visit should clearly understand their roles and responsibilities at all times. It should always be clear that the group leader is responsible for the group at all times.

### **Head Counts**

A regular head count is to be taken of the children, particularly before leaving any venue. All adults should carry a list of all the pupils and adults involved in the visit.

Pupils should be easily identifiable. School uniform should be worn unless the activity makes this unsuitable. The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

### **Insurance**

The school's Public Liability arrangements provide protection for the school in respect of its legal liabilities to third parties. These include the school's vicarious liabilities for the acts, omissions, etc, of its employees, paid or voluntarily. There is no cover for the acts, omissions, etc, of individual children unless it is proved that the school or its employees are legally liable for such acts.

### **Employer's Liability Insurance**

These insurance arrangements protect the school in respect of its legal liabilities towards employees, paid or voluntary. Hence if an employee is injured during the course of, and arising out of his employment by the school, any sums which the school shall be liable to pay as compensation would be covered by the insurance arrangements.

### **Personal Accident Insurance**

The school holds a personal accident insurance policy, which provides cover for full and part time employees and volunteers, and includes:

- Assault, including bomb searches.
- Cover is also provided for employees whilst driving one of the County Council's vehicles

NB. It should be noted that the school does not insure any child against personal accident. This is the responsibility of the parent unless the school notifies the parents that they have taken out a special insurance policy.

The school does not provide insurance cover for any property belonging to children, staff, instructors or voluntary helpers.

### **Emergency Procedures**

Staff in charge of visits have a duty of care to make sure that their pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Staff should not hesitate to act in an emergency and to take life-saving action in an extreme situation. If an accident happens the priorities are:

- To assess the situation.
- Safeguard the uninjured members of the group.
- Attend to the casualty.
- Inform the emergency services.
- Inform school and the home contact.
- Ensure that a member of staff accompanies any casualties to hospital if necessary and that the rest of the group is supervised.
- Notify the police if needed.
- Ascertain telephone numbers for any future calls.
- Write down accurately all relevant facts and witness details and preserve all vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible.
- No one in the group should speak to the media and no names should be provided.

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

If not present the group leader should inform the head teacher of the incident as soon as practicable. In an emergency the group leader would usually take control of the situation. The home contact's main responsibility is to link the group with the school and to provide assistance as necessary. This named person should have all the information and details of the visit.

### **Transport**

The group leader is to consider:

- Passenger safety.
- Type of journey.
- Traffic conditions.
- Insurance cover.
- Weather.
- Journey time and distance.
- Stopping points on longer journeys and head counts.
- Supervision.
- Ensure that any volunteer drivers satisfy the safeguarding requirements and have completed a driver's declaration, providing the appropriate documents.

### **Residential Visits**

- Staff ratios are to be at least one member of staff for every 10 pupils.
- The group should ideally have adjoining rooms with teacher's quarters next to the pupils' rooms – the leader should obtain a floor plan of the rooms reserved for the groups use in advance.
- If possible, there should be at least one adult from each gender for mixed groups.
- There must be separate male and female sleeping/bathroom facilities for pupils and adults.
- The immediate accommodation should be exclusively for the group's use.
- There should be appropriate and safe heating and ventilation.
- The whole group are to be aware of the layout of the accommodation, its fire precautions/exits and its regulations and routines, and everyone should be able to identify key personnel.
- Security is to be in force to stop unauthorised visitors.
- All staff employed at the centre should be checked on their suitability for working with young people.
- Appropriate access should be available to staff of children's rooms at all times.
- There should be adequate space for storing clothes, luggage and equipment.
- There should be adequate lighting.
- There should be provision for children with special needs and for those who fall sick.
- Balconies should be stable, windows secure and electrical connections safe.
- The fire alarm must be audible throughout the accommodation.
- There should be recreational facilities for the group.
- There are to be an appropriate number of supervisors on duty during the night.
- As soon as practicable after arrival a fire drill should take place.

### **Farm Visits**

Farms can be very dangerous places, even for the people working on them. Risks to be addressed should include those arising from the misuse of farm machinery and the hazards associated with e-coli food poisoning and other infections. The farm should be well managed and have a good reputation for safety standards and animal welfare, and that it maintains good washing facilities and, clean grounds and public spaces.

Pupils are not to:

- Place their faces against animals or put their hands in their mouths after feeding animals.
- Eat until they have washed their hands.
- Sample any animal foodstuffs.
- Drink from farm taps.
- Ride on tractors or other machines.
- Play in the farm area.