



Great Bradfords Infant and Nursery School

## **Educational Visits Policy**

Ratified by the Governing Board:

Signed      Headteacher: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Review Date: March 2028

# Educational Visits Policy

## RATIONALE

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice.

## PURPOSES

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.

Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

## GUIDELINES

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

The following guidelines support the planning and implementation of educational visits organised at Great Bradfords Infant and Nursery School.

### I. ROLE OF THE HEADTEACHER, WHICH MAY BE DELEGATED TO THE EDUCATIONAL VISITS COORDINATOR (EVC)

The Head Teacher at Great Bradfords will endeavour to ensure that:

- they have appointed a suitable group leader
- all necessary actions have been completed before the visit begins
- the **Event Risk Assessment** is complete and that it is safe to make the visit
- training needs have been met
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity
- all supervisors, employed by the school, on the visit are appropriate people to supervise children and have enhanced Disclosure and Barring Service check ("**DBS check**")
- when the visit involves an adventurous activity led by school staff, the Board of Governor's approval will be obtained
- parents have signed consent forms where necessary or provided verbal consent if notice is short
- arrangements have been made for all the medical needs and special educational needs of all the children
- the mode of travel is appropriate and fit for use e.g.: minibuses, public transport
- travel times out and back are known
- there is adequate and relevant insurance cover
- s/he has the address and phone number of the visit's venue and the name of a contact who will be available throughout the visit
- s/he has the names of all the adults and pupils in the travelling group, and the relevant contact information

### 2. GROUP LEADER

The Group Leader (usually a teacher), is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Headteacher. The Group Leader should:

- appoint a deputy
- be able to control and lead pupils of the relevant age range
- be suitably qualified if instructing an activity or be conversant in the good practice for that activity if not qualified

- undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- carry a mobile on the visit and ensure all adults have the number
- undertake and complete a Risk Assessment
- have regard to the health and safety of the group at all times
- know all the pupils proposed for the visit to assess their suitability
- observe the guidance set out for teachers and other adults below
- ensure that pupils understand their responsibilities (see responsibilities of pupils below)

### 3. OTHER TEACHERS AND ADULTS INVOLVED IN A VISIT

Teachers on school-led visits act as employees of the Local Authority (“**LA**”). They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and Governors if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group
- care for each individual pupil as any reasonable parent would
- follow the instructions of the leader and help with control and discipline
- non-teachers should generally not have sole charge of pupils except where risks to H&S are minimal. Adults not employed by the school should never have sole responsibility for children
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable

### 4. PLANNING OFF-SITE VISITS & RISK ASSESSMENTS

#### **General**

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Headteacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The organiser / group leader must agree all plans with the Headteacher.

#### **Risk Assessments**

Risk Assessments should always be carried out before a visit, using a Risk Assessment form (see appendix 1). The Risk Assessment will identify the adult:child ratio for each visit. (See Guidance under ‘Supervision’). The Risk Assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the Group Leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See section on Supervision)
- What is plan B?

The Group Leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The Group Leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken
- the location
- the competence, experience and qualifications of supervisory staff
- the pupils’ ages, competence, fitness and temperament
- pupils with special educational or medical needs
- the quality and suitability of available equipment
- seasonal conditions, weather and timing

The Group leader should also complete Critical Incident Procedure Action Plan (Appendix 5)

### ***Exploratory visit (pre visit)***

Ideally, wherever possible, the group leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit
- assess potential areas and levels of risk
- ensure that the venue can cater for the needs of the staff and pupils in the group
- ensure that the Group Leader is familiar with the area before taking a party of pupils

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group.

### ***First Aid***

First Aid provision should be considered when assessing the risks of the visit. For all visits there should be at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box
- a person appointed to be in charge of first-aid arrangements

First-aid should be available and accessible at all times. The contents of a first-aid kit will depend on what activities are planned.

### ***Supervision***

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group of pupils
- special needs pupils
- nature of activities
- experience of adults in off site supervision
- duration and nature of the journey
- type of any accommodation
- competence of staff, both general and on specific activities

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the following ratio of adults to children should be used:

- |   |     |
|---|-----|
| ○ Nursery, visits off-site may be as low as:                            | 1:2 |
| ○ Reception, off site on foot   | 1:4 |
| ○ Key Stage One, visits off-site on foot or private transport eg: coach | 1:8 |
| ○ Key Stage One, visits off site involving public transport:            | 1:4 |

Regardless of these suggested ratios, each visit will be individually risk assessed. These ratios do not include residential visits. Groups of children taken off site will always be accompanied by at least 2 members of staff, one of which will be capable of assuming the responsibilities of the group leader if necessary.

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone.

Parents and carers may be used to supplement the supervision ratio. They do not need to have a DBS check as this is not a regulated activity. They should however, be carefully selected and ideally they should be well known to the school and the pupil group.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties.

**Teachers retain responsibility for the group at all times.**

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil. Parent helpers are not to be left in sole charge of a group of pupils, they must always remain in sight and in contact with employed school staff. The visiting party may divide into smaller groups for the purpose of a visit but a member of school staff, decided prior to visit, will remain in charge of and with the group.

If the school is leading an adventure activity, such as canoeing, the LA or Governing Board must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

## 5. PREPARING THE PUPILS

### ***General***

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding of what is expected of them and what the visit entails. It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity
- background information about the place to be visited
- how to avoid specific dangers and why they should follow rules
- why safety precautions are in place
- why special safety precautions are in place for anyone with disabilities
- what standard of behaviour is expected from pupils
- who is responsible for the group
- what to do if approached by a stranger
- what to do if separated from the group
- emergency procedures
- rendezvous procedures

Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. In particular, pupils should be advised:

- not take unnecessary risks
- follow the instructions of the Group Leader and other adults
- dress and behave sensibly and responsibly
- look out for anything that might hurt or threaten anyone in the group and tell the Group Leader about it
- not undertake any task that they fear or that they think will be dangerous

### ***Participation***

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

## **Parents**

The Group Leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The Group Leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Special arrangements may be necessary for parents for whom English is a second language.

Parents must:

- provide the Group Leader with emergency contact number(s)
- sign the consent form
- give the Group Leader relevant information about their child's health which might be relevant to the visit

## **6. TRANSPORT AND PUPILS**

### **General**

Wherever possible, pupils will use public transport, coaches or walk to and from pre-arranged venues. If the number of children going on a visit is less than a class e.g.: sporting events, the office will arrange the booking of a community bus. On some visits it may be possible to have access to another school's minibus.

All drivers of minibuses should undertake MiDAS training, and keep that training current (3 yearly refreshers). This applies to pre & post 1997 licence holders operating under the section 19 permit scheme as 'volunteer drivers'. Post 1997 licence holders may drive a minibus provided:

- Drivers are aged 21 years or over
- They have held their category B driving licence for at least two years
- The minibus is being used by a non-commercial body for social purposes, but not for hire or reward
- Drivers are not being paid to drive the minibus, other than out-of-pocket expenses
- The minibus does not exceed 3.5 tonnes (or 4.25 tonnes if specialised equipment for the carriage of disabled passengers is included) gross vehicle weight.
- No trailer is towed
- If any of the above provisions are not met, then a full D1 PCV is required

### **Supervision of groups in Minibuses**

The driver of any vehicle cannot safely drive and supervise passengers at the same time.

Therefore, a key judgement should be made about the likely behaviour and individual needs of the passengers. If any of the passengers may require close supervision, then one or more responsible adults should travel in the vehicle as escort(s), so that the driver is not distracted. In determining the staffing ratio necessary to ensure effective supervision, establishments should consider the factors that might influence the safety of the driver and passengers. These factors include:

- The length of the journey and time of day when it takes place.
- The route and the familiarity of the driver with this route.
- The nature of the group (e.g. age/maturity/special needs/behavioural issues) and the level of behaviour management or support they are likely to require during the journey. In any seating arrangements, thought should be given to where it is best to place leaders, ensuring that the arrangements will support the management of discipline and adult proximity to emergency exits.
- The overall workload of the driver during the day (other responsibilities and duties undertaken or planned by drivers).

Based on an assessment of these factors, establishments should decide whether:

- A sole leader (who is also the driver) is sufficient (e.g. short journey, small groups of young people who are unlikely to present any supervision issues); or
- Additional staffing is required to supervise young people and/or share driving duties during the journey.

Where a potential risk of transporting a particular group of children is identified, this risk will be referred to in the Event Risk Assessment.

Occasionally, pupils may be transported in private cars. A PRIVATE CAR FORM (Appendix 2) should be completed. Checks should be made to address the following:

- seeing evidence that the driver has a valid licence.
- seeing evidence that there is a valid insurance policy covering the intended use. This requires that the vehicle owner has “business use” cover
- seeing evidence that the vehicle has a valid MOT certificate
- ensuring that there is explicit parental consent to transport young people in this way
- ensuring that drivers properly understand their duty of care in this situation
- appropriate child seats or booster seats and restraints are available and used
- children must not be left unattended in a vehicle
- maximum seating must not be exceeded

Other than in an emergency situation, staff transporting young people should not be put in a position where they are alone with a young person.

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives
- wear your seatbelt and stay seated while travelling on transport
- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport
- never throw things out of the transport vehicle’s windows
- never get off a vehicle held up by traffic lights or in traffic
- never run about while transport is moving or pass someone on steps or stairs
- never kneel or stand on seats or otherwise impede the driver’s vision
- never distract or disturb the driver
- stay clear of automatic doors / manual doors after boarding or leaving the transport
- after leaving the vehicle, always wait for it to move off before crossing the road
- if you have to cross roads to get to the transport always use the Green Cross Code
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group

## **7. PUPILS WITH SPECIAL EDUCATIONAL AND MEDICAL NEEDS**

The Headteacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and any additional safety measures that may need to be addressed at the planning stage.

## **8. COMMUNICATING WITH PARENTS / CARERS**

### *General*

Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil’s health and safety is useful to parents, and will be included in letters to parents / guardians prior to a visit:

- dates of the visit
- times of departure and return
- mode(s) of travel including the name of any travel company
- details of accommodation with security and supervisory arrangements on site
- names of the Group Leader, or other staff and of other accompanying adults
- the visit’s objectives
- details of the activities planned and of how the assessed risks will be managed
- insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested
- clothing and equipment to be taken
- money to be taken
- the information to be given by parents and what they will be asked to consent to

## **Parental consent**

Great Bradfords will seek consent for:

- visits involving public transport
- adventure activities
- visits abroad
- other residential visits

If parents refuse consent, the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Headteacher will need to consider whether the child may be taken on the visit or not.

Generic permission, from parents, for local visits will be sought at the start of each academic year. (Appendix 3) This will allow teachers to arrange visits to local places that can be reached on foot. Parents will be informed in advance about the visit and the purpose of the visit. Staff will then comply with procedures according to Great Bradfords Educational Visits Policy.

## **9. Coastal visits**

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. At Great Bradfords, the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- tides and sandbanks are potential hazards so timings and exit routes should be checked
- ensure group members are aware of warning signs and flags
- establish a base on the beach to which members of the group may return if separated
- look out for hazards such as glass, barbed wire and sewage outflows etc
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths
- increased pupil to adult ratios

### **Swimming**

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group.

Swimming in the sea on a coastal visit, will **not** be allowed for children. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Where paddling is to be allowed on a visit, a ratio of 1:4 is a minimum.

### **Farm visits**

Great Bradfords recognises that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basic rules for a farm visit will be:

We will never let pupils:

- place their faces against the animals or their hands in their mouths after feeding them
- eat until they have washed their hands
- sample any animal foodstuffs

- drink from farm taps (other than in designated public facilities)
- ride on tractors or other machines
- play in the farm area



**Use of a private car to transport young people**

<b>1</b>	To: The Head of Great Bradfords Infant & Nursery School
----------	---

**I confirm that I am willing to use my own vehicle for transporting young people on an educational/sporting visit. I accept responsibility for maintaining appropriate insurance cover. I have a valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects. The school office has seen and approved all relevant documents.**

<b>2</b>	<b>Documents seen by:</b> _____ <b>Signed:</b> _____ <b>Date:</b> _____ <input type="checkbox"/> Full Driving licence <input type="checkbox"/> Insurance <input type="checkbox"/> MOT <b>Expires:</b> _____    _____    _____
----------	--

<b>3</b>	<b>Signed:</b> _____ <b>Print name:</b> _____
----------	--

<b>4</b>	<b>Address:</b> _____ _____ _____
----------	---

<b>5</b>	<b>Date:</b> _____
----------	--------------------

**The LA and Great Bradfords Infant & Nursery School reserves the right at any time to request to see any relevant documentation i.e. Registration document, MOT, Insurance, Driving licence**

	<b>Insurance cover required</b>
For teachers, youth workers or other LA employees	'Use by the policyholder in connection with the business of the Policyholder'
<b>Confirm included in policy</b>	



**PARENT/CARER CONSENT FORM FOR REGULAR OUT OF SCHOOL ACTIVITIES**

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

**I hereby agree to my child participating in standard activities off the school site, but within the local area, for example, environmental studies, libraries, local museums, shops, parks, etc...**

I understand that:

- **Such activities will normally take place within the school day, but that if, occasionally, they are likely to extend beyond this; adequate advance notice will be given so that I may make appropriate arrangements for my child's return home**
- **My specific permission will be sought for any out-of-school activities beyond those outlined above and which could involve commitment to extended journeys or times, expense or adventure activities**
- **All reasonable care will be taken of my child in respect of the activity/visit**
- **My child will be under an obligation to obey all directions given and observe all rules and regulations governing the visit/activity and will be subject to all normal school discipline procedures during the visit/activity**
- **I will inform the school of any medical condition or physical disabilities now, and/or as and when they arise**

Full name of Parent/Carer: \_\_\_\_\_

Signature of Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Tel: \_\_\_\_\_ Mobile: \_\_\_\_\_

**Visit Information**

<b>Visit Leader</b>		<b>Date of visit</b>	
<b>Place of Visit</b>		<b>Travel arrangements</b>	
<b>Purpose of visit</b>			

**Itinerary**

<b>Time</b>	<b>Activity/focus/venue etc...</b>

**Travel Arrangements**

<b>Mode of transport (list all)</b>	
-------------------------------------	--

**Group information**

<b>Year group / class</b>		<b>Males:</b>
		<b>Females:</b>
<b>Appointed First Aider</b>		
<b>Named additional staff on visit</b>		
<b>Named Parent/carer helpers</b>		
<b>Total</b>	Adults:	
	Children:	

**Any additional/relevant information:** \_\_\_\_\_

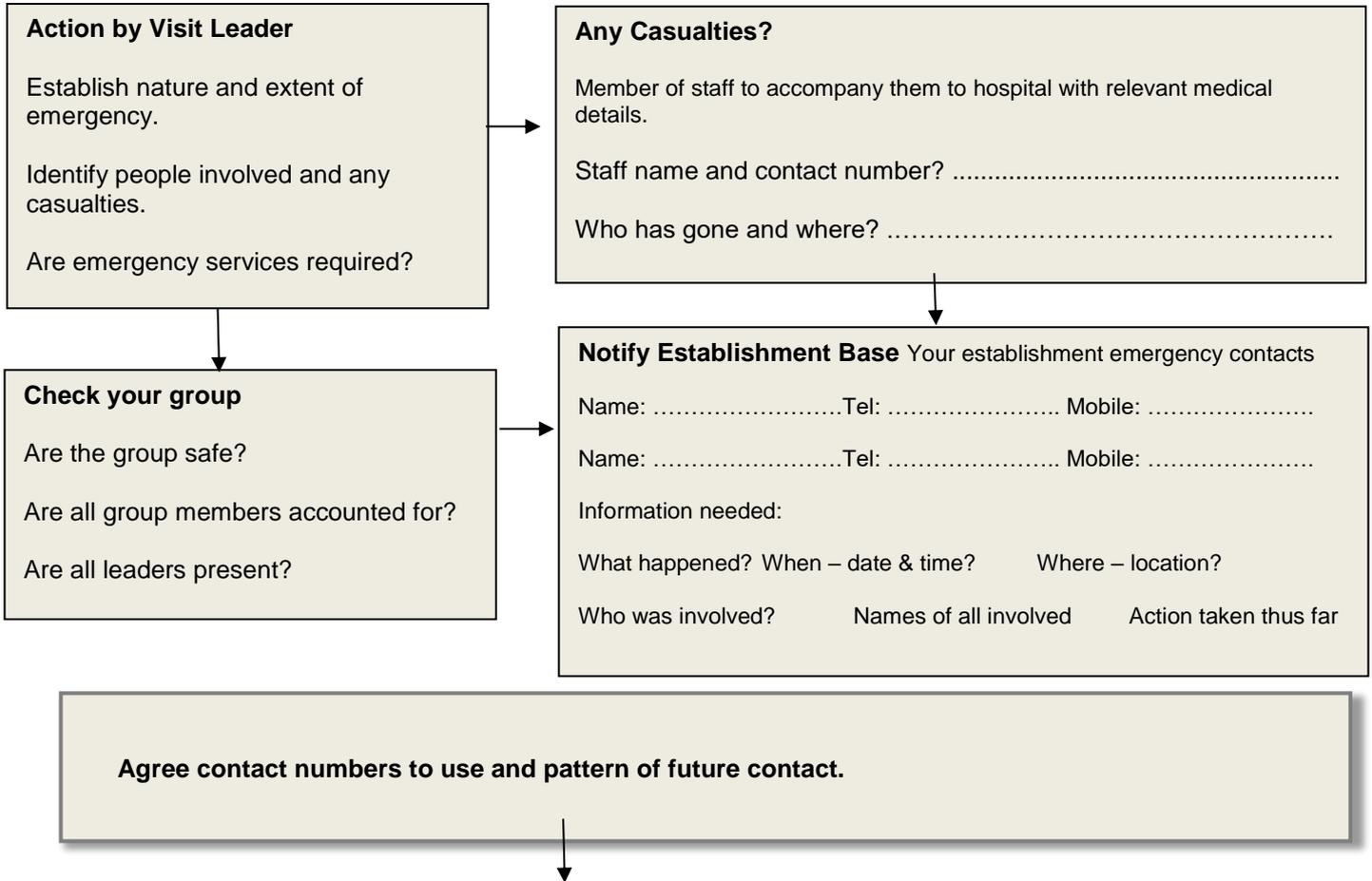
Visit Leader's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mobile number: \_\_\_\_\_ (on at all times)

Headteacher/ EVC Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Critical Incident Procedure Action Plan

Please follow the steps below to help manage emergencies effectively



## Action by Establishment

Is this a Critical Incident?

