



PRINCE REGENT

STREET TRUST

Educational Visits Policy

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Contents

Introduction.....	2
Aims and Objectives for Educational Visits	2
Nature of Educational Visits	2
Personnel.....	3
Before the Educational Visit	4
Risk Assessments.....	5
Water ‘Margin’ Activities.....	5
Emergency Procedures.....	5
First Aid.....	6
Ratios	6
Advice and guidance.....	7
Transport	7
Seeking Parental Consent	7
Financing Educational Visits	7
On the Day of the Visit	7
Educational Visits – CHECKLIST	8
Monitoring and review	8

Introduction

This policy covers all educational visits that occur outside the school premises. This ranges from walks around the locality to residential visits of several days’ duration, including all outdoor and adventurous activities.

Aims and Objectives for Educational Visits

Our fundamental aim at Prince Regent Street Trust is to provide the best possible education for all our pupils. It is the aim of the Trust to place a high value on treating every member of the school community as an individual, and meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. In doing this, we aim, therefore, to raise the achievement of all the children in the Trust.

Educational Visits and outdoor and adventurous activities are an integral part of the children’s education at Prince Regent Street Trust. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect.

Nature of Educational Visits

Each school in the Trust runs a wide range of Educational Visits.

These may include:

- Walks around the villages, including to the local church.
- Half-day visits by coach to places of interest to support the curriculum.



- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- An annual residential visit for children in **Years 4, 5 or 6**. This will have a focus on the geographical, environmental **and/or** the 'Outdoor and Adventurous' curriculum.

Personnel

Each school will appoint an **Educational Visits Co-ordinator** (EVC), usually the Deputy or Assistant Head, as this role may be carried out by somebody other than the Headteacher, who also has other specific responsibilities.

For each visit, of whatever duration, a Group Leader is identified.

The Governing Body also has a specific role to play in all Educational Visits.

In brief:

The **Governing Body** is responsible for:

- ensuring that guidance is available to inform the school policy, practices and procedures relating to the health & safety of pupils on educational visits;
- ensuring that the Headteacher is supported in matters relating to educational visits and that she has the appropriate time and expertise to fulfil her responsibilities;
- asking questions about a visit's educational objectives and how they will be met;
- ensuring that the Headteacher has taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit;
- ensure that they review procedures with the Headteacher on an annual basis.

The function of the **Educational Visits Co-ordinator** (EVC) is to:

- ensure educational visits meet the employer's and school's requirements;
- support the Governors with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that Risk Assessment meets requirements;
- organise training and induction;
- ensure parents are informed and have given consent;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice.

Key Stage Leaders are responsible for:

- ensuring approval for visits is given;
- ensuring that the Governing Body is made aware of visits;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for best value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that each visit has an appropriately competent Group Leader;



- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the Trust's public relations unit. See also the school's Disaster/Crisis policy procedures;

A Key Stage Leader must **not** approve their own visit.

The **Group Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare. The Group Leader must:

- complete the Certificate in Organising and Managing School Trips - provided by The National College (see Every);
- be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- plan and prepare for the visit and assess the risks;
- define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do.

Adult volunteers who are not teachers at the school must:

- understand and agree expectations of them;
- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility;
- ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
- follow instructions from teachers;
- raise concerns for pupil welfare with the Group Leader.

Before the Educational Visit

Group leader to discuss the proposal with the Headteacher/EVC and complete the Educational Visit Checklist on EVOLVE.

EVOLVE is an online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities. It is proven to reduce paperwork, simplify procedures, produce self-review and inspection preparation data, and improve staff confidence in that they automatically follow both employer, and National Guidelines.

If approved:

- Book Visit
- Arrange appropriate transport.
- Complete all relevant documentation e.g. Risk Assessments as per process on EVOLVE.
- At least two weeks before let the kitchen know exactly how many packed lunches you require for children that are eligible for free school meals.
- Send a letter to parents with a permission slip specific to your outing (via ParentPay or Text Message).
- Arrange for parents and helpers to accompany you on the outing (if required).



All visits, excluding residential and overseas visits are sanctioned by the corresponding Key Stage Leader.

Risk Assessments

A 'Risk Assessment' is a careful examination of what could cause harm to pupils/participants, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low, medium or high).

In considering risk, there are 3 levels of which visit leaders should be mindful:

1. Generic Risks – normal risks attached to any activity out of school.
2. Event Specific Risk – any significant hazard or risk relating to the specific activity and outside the scope of number 1.
3. Ongoing/Dynamic Risk – the monitoring of risks throughout the actual visit as circumstances change.

Risk assessments are made for all Educational Visits (see Risk Assessment folder in staff shared). This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a Risk Assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient.

A bank of generic Risk Assessments is used which cover: All Visits, Travel, Visits to the Coast and Visits to a Farm. Additionally, we obtain the Risk Assessments from providers to include in our plans.

Water 'Margin' Activities

Where pupils/participants might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in ROSPAs 'Group Safety at Water Margins' is relevant. All staff, including parents, should be provided with a copy of this guidance prior to the visit. A copy of this is downloadable from EVOLVE.

Emergency Procedures

It is the responsibility of the EVC/ Headteacher to ensure that emergency arrangements are in place for all Educational Visits. This includes:

- ensuring that all involved know who is the emergency contact point in the school. For visits that take place outside of school hours the mobile phone number of the staff nominated as "home" contact must be with the leader at all times.
- having access to an emergency (Critical Incidents) plan appropriate to the visit;
- ensuring that parental contact information is up to date and accessible.

It is also prudent to have a **Plan 'B'** as, despite the most detailed and meticulous pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality.



First Aid

The level of first aid provision should be based on risk assessment. On all visits, there should be a member of staff who has a good working knowledge of First Aid. The One Day Emergency First Aid Work for the appointed person is the minimum requirement for residential visits and specific Paediatric or Activity First Aid qualifications may be needed for Early Years or Adventurous Activities. First Aid kits are available in school; if the visit involves the party splitting up by any distance, a kit should be taken for each group.

Ratios

The staffing required to run the visit safely needs to be identified and should take the following factors into account:

- Gender, age and ability of group.
- Pupils with special education needs or medical needs.
- Nature of activities.
- Experience of adults in off-site supervision.
- Duration and nature of journey.
- Type of any accommodation (if applicable).
- Competence of staff, both general and on specific activities.
- Requirements of the organisation/location to be visited.
- Competence and behaviour of pupils.
- First aid cover.

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

There is no legal or specific guidance for staffing ratios beyond Early Years and Foundation stage. Staffing ratios should be set using a risk assessment For Early Years, staffing ratios should be as per statutory guidance on pages 26 and 28

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Guidance for other ages groups:

- Early Years - one adult to six children
- KS1 - one adult to ten children
- KS2 - one adult to ten to fifteen children

Though these ratios should be increased with increased identified risks, as per risk assessment.

Regardless of general supervision ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. Where assessment indicates need staff to pupil ratios will be increased.

Note: generic ratios do not apply to residential visits.

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They will be carefully



selected, and ideally, they should be well known to the school and the pupil group. Parents/volunteers are not permitted to assist on residential visits.

Advice and guidance

The Trust's Health and Safety advisor can be contacted for any matter concerning off site visits and experiential learning and can also advise on all matters concerning safety.

Transport

Travel arrangements should be included in the risk assessment (Evolve). If travel is by coach or minibus, all pupils / participants must wear a seat belt. If a minibus is being utilised the driver must have the appropriate driving permit / minibus licence.

Seeking Parental Consent

Parents should be made fully aware of any likely risks of the visit and their management, so they may consent or refuse on a fully informed basis.

The letter (or Parent Pay Consent) to parents should therefore give full detail of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements.

Ensure that detail of other incidental activities is included, together with **Plan B**, if appropriate. The letter should also state the cost of the visit per child: parents/carers are to pay for visits via the school's payment system.

Financing Educational Visits

The Trust complies with the Education Act 1996 (section 451), and procedure is outlined in the Trust's Charging and Remissions policy which outlines that it may necessary to ask for donations towards a visit, to be conducted during the normal school day, in order to cover the cost of transport/entrance fees etc. For residential activity visits, costs will be calculated to cover any board, lodgings, transport and activities as planned.

On the Day of the Visit

To ensure the trip goes smoothly:

- Collect packed lunches from the kitchen.
- Check the first aid bag to make sure it is adequately equipped. Make sure that individual pupils that have their own medicines, have adequate supplies, labelled etc.
- Share the risk assessment with all adults going on the trip (print off Evolve forms).
- Discuss with children behaviour expectations.
- Organise the children into groups. Each adult should take responsibility for a small group of children but 2 adults and their groups should stay together.
- Inform everybody of possible hazards (risk assessment) e.g. deep water, major roads etc.
- Make sure everyone knows the pick-up point and leaving time.
- Make sure all the children go to the toilet before leaving.
- Take money/card and mobile phone for use in emergency.



Never label children with their name. If a group of children need identification, then the name of the school and telephone number may be used.

- Children and adults must wear seat belts.
- Adults must be well spread out - one should sit near the back to keep an overall view.
- Adults should sit on the outer seat.
- Children should not change seats, kneel up, eat, or be allowed to open windows.
- When getting off the bus, an adult should get off first. The children should go to that adult as they get off.
- The last person off should be an adult, checking that nothing has been left behind.
- Count them off/on the bus.

The class teacher should lead and another staff member should be at the rear. Any other adults should stay with the children in the middle.

Always walk on the pavement as far away from the road as possible. Adults walk closest to the road. Children must **NEVER** step into the road until given permission by an adult.

The mobile phone(s) should be switched on during trip and the Home Contact advised of any delays etc. as soon as possible and updated regularly so they can update waiting parents.

Educational Visits – CHECKLIST

Copy of letter to parents & Consent Form

Trust approval gained (for residential or adventurous activities)

Risk Assessments

Transport Request Form

Medical conditions/special needs

Dietary requirements forwarded (where applicable)

Itinerary

Group Information

Monitoring and review

This policy has been approved by the Trust Board and will be reviewed regularly.

