# All Saints Church of England Primary School

*'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'*

# OFF-SITE EDUCATIONAL VISITS

All Saints is a calm, happy, inclusive and welcoming school, founded on love and hope, which works together to build a better community for everyone. We respect and care for all God's people (of all faiths and none) and His world, playing our part in God's plan as we journey together to achieve the best for ourselves and others. This policy is held within this vision and is shaped by our school values of Love, Hope and Community.

## 1 Introduction

1.1 *Off-site educational visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.*

Learning across and beyond the curriculum

We constantly strive to offer good quality effective learning opportunities for children. Attempts to enhance learning or provide realistic situations to use and apply knowledge, skills and understanding, we believe are at the forefront of good practice. Wherever the learning takes place, whether on site or off site opportunities should be well planned and carefully structured.

Learning opportunities should:

- Develop key skills (using and applying knowledge, co-operation and communication, developing initiative, independence and becoming risk aware)
- Raise achievement (through raising self-esteem, developing a positive attitude, understanding limitations and encouraging responsibility)
- Develop Citizenship
- Promote health and fitness
- Promote education for sustainable development

1.2 In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day.

The school's policy and procedures are formulated in conjunction with the advice, guidance and training provided by the Hampshire Outdoor Education, PE and DofE Service and their

documentation and guidance. This should be read in conjunction with the Hampshire Outdoors off-site visits Guidance, February 2023.

## 2 Aims

2.1 The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our pupils
- provide a wider range of experiences for our pupils than could be provided on the school site alone
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments
- Ensure we secure value for money when planning an off-site visit

These visits begin with short excursions into the local area in the Early Years, and progress to a residential experience at the end of Key Stage 2.

## 3 Curriculum links

3.1 For each subject in the curriculum there is a corresponding programme of activities (which includes visits to the school by specialists). All these activities are in line with guidance published by the LA and could include (but are not exhaustive):

- English – theatre visits, visits by authors, poets and theatre groups
- Science – use of the school grounds, visits to botanical gardens, museums
- Mathematics – use of shape and number trails in the local environment
- History – castle visits, study of local housing patterns, local museums and historical sites
- Geography – use of the locality for fieldwork, village trails, national parks
- Art and design – art gallery visits, use of the locality
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches
- Music – a variety of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts for parents to hear, choral visits
- Design and technology – visits to local factories or design centres
- ICT – its use in local shops/libraries/secondary schools etc.
- RE – visits to local centres of worship, visits by local clergy
- PSHE and citizenship – visit to the fire station or choir visit to residential home, visits by local police officers and health workers

## 4. Understanding the responsibilities

4.1 The Health and Safety Act 1974 sets out responsibilities. Legislation is enforced by the Health and Safety Executive.

Overall responsibility is with the employer. In the case of a controlled school the Council is the employer. In the case of an aided school the Governing Body is the employer.

**The Council** should ensure the health and safety of adults and children both in their establishments and when undertaking off site visits.

**Employees** should take reasonable care of their own and others' health and safety, co-operate with their employers, carry out activities in accordance with advice and inform employers of any significant issues or serious risks.

### 4.2**The Educational Visits Co-ordinator**

At All Saints CE Primary School, the EVC is Jane Hall, the Headteacher with administrative support from Lally Hodan.

The EVC will:

- produce a plan of educational visits with an agreed rationale
- be involved in educational visit management to ensure guidance and regulations are followed
- work with leaders to ensure that the aims of the educational visit are achievable and in line with those of the school
- support the governing body in decision making
- liaise with the outdoor education unit
- confirm that the leadership of the visit is appropriate
- confirm risk assessment have been done
- ensure liaison with parents (and obtaining consent) is effective
- co-ordinate emergency procedures, DBS disclosures
- evaluate practice

### 4.3 **Group Leader**

This is the person with overall responsibility for the administration, programme, supervision and conduct of the venture. The leader is responsible for the children throughout the entire venture, 'in loco parentis'. Leaders have a duty of care. The leader should:

- ensure all Safeguarding procedures are followed as stated in our Safeguarding Policy
- be able to agree and put into action a suitable behaviour management system
- be able to agree ratios and size of groups and establish systems for head counts and reporting in
- group children appropriately
- offer inclusion strategies
- be aware of child protection issues
- understand the importance of good planning and communication
- be able to manage incident and emergency procedures

### 4.4 **The Headteacher**

The Headteacher needs to show that systems work and provide evidence accordingly i.e. records of risk assessments etc.
The Headteacher needs to ensure that:

- all staff have access to relevant documentation; ensure relevant paperwork is completed and is on the EVOLVE website
- in addition to making the generic advice and risk assessment available, it will be necessary to ensure that the risk assessment and management strategies regarding sites used, the group taken and the leaders concerned are in place and effective. This application of generic regulations and guidance to the specific visits is a key management function;
- monitor quality of teaching and learning.

**5 Residential activities**

*Where the visit is to an adventure or residential centre, if the centre has been vetted by the council the leader can assume that the premises should be appropriately safe and staffed by competent people. If there is an accident on an approved venture and the leader is found to be negligent, the employer (Council) will be responsible for the leader's negligence. Claims for compensation are directed at the employer.*

5.1 Children in Year 6 have the opportunity to take part in a residential visit. This activity is in school time and linked to the National Curriculum. Parents will be fully informed of the activities to be undertaken whilst on residential alongside water competency informed consent by parents.

Risk assessment planning for any residential will also consider the plan in place should a child become unwell during the night, including first aid provision and support for the child. It will also consider the welfare of the staff team should they be up all night with a child and how this will be covered the next day.

5.2 The residential visit enables children to take part in outdoor and adventure activities as part of their PE work. We undertake this visit only with the agreement of the Governing Body and the LA. We use a recognised Activity Centre which only uses qualified instructors for all specialist activities that we undertake.

**Procedures:**

**6 How visits may be authorised**

6.1The Head Teacher will appoint a group leader to be responsible for overseeing the activity. This will always be a teacher employed at the school.

6.2 The school's educational visits coordinator (the Head Teacher) will be involved in the planning and management of off-site visits. She will:

- ensure that risk assessments are completed; support the governing body in their decisions on approval;
- assign competent staff to lead and help with trips;
- organise related staff training;
- verify that all accompanying adults, including private car drivers, have had a full Enhanced DBS check;
- make sure that all necessary permissions and medical forms are obtained;
- keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing);
- staff arranging or otherwise involved in off-site activities must familiarise themselves with the regulations, advice and procedures published by the LA (and available from the school office). All off-site activities must take place in accordance with the LA's instructions.

6.3 Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the Head Teacher before any commitment is made on behalf of the school. A comprehensive visit plan should be provided by the member of staff to allow for an informed decision to be made.

6.4 Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the Head Teacher will seek the approval of the governing body and the Local Authority before permitting the activity to take place.

6.5 It is our policy that all children should be able to participate in educational visits (see 4.3). Where a child with a disability is eligible for a trip, the school will ensure the trip is accessible for the child. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

**7 Risk assessment**

7.1 A comprehensive risk assessment is carried out by the group leader before the proposed visit. It will assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

7.2 Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the sites suitability with regard to the age and any particular needs of the children. They will also consider the venues own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if s/he lacks the skills required to make informed judgements about the risks it may involve. The LA will not have given its approval for the visit unless it is satisfied with the venue, its instructors and their risk assessment procedures.

7.3 It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Visit Plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school, and should be built into the overall financial arrangements for the visit itself.

7.4 An activity should normally have sufficient adults taking part to provide the following minimum ratios:

Reception: 1:6
Key Stage 1: 1:8
Key stage 2 and above: 1:12
For very local and/or low risk visits a higher ratio (maximum 1:20) may be considered for Key Stage 2 and above

Any trip will require a minimum of two adults. However, these are *minimum* requirements, and may *not* provide adequate supervision in all cases. See Hampshire Outdoors off-site visits Guidance, February 2023 for further information on ratios.

7.5 A risk assessment must also cover transport to and from the venue. We ensure that the coach companies we use on a regular basis have appropriate health and safety measures in place, including:

- the provision and required use of seat belts;
- proper vetting of the driver by the police;

- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

7.6 The group leader will double-check that all adults helping to supervise the trip have been subject to Enhanced DBS and/or police checks (see 5.2 above). 6.7 A copy of the completed risk assessment will be given to the Head Teacher, the governing body and all adults supervising the trip.

**8 Transport**

8.1 The costing of off-site activities should include any of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;

8.2 Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

8.3 Where private cars are used for transport, the group leader is responsible for checking that the insurance of each driver covers such journeys, and double-checking that each driver has been subject to the normal police checks (see 5.2).

**9 Communication with parents**

9.1The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission in writing before a child can be involved in any off-site activities.

9.2 Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This must be made clear to parents in all correspondence about an educational visit at the planning stage.

9.3 No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school correspondence and letters sent home about intended visits.

9.4 The timetable for the payment of contributions should allow for the Head Teacher to make a decision about the financial viability of the activity in reasonable time.

9.5 Parents are asked to ensure school are made aware of any changes to their child's annually updated medical form kept in school.

**10 Further health and safety considerations**

10.1 All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This

will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

10.2 Before a party leaves school the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity. The group leader will take any Individual Healthcare Plans for specific children and a member of staff who is suitably trained for any individual medical need will be in attendance.

10.3 The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times. The Off-site Emergency Procedures cards will be available.

More detailed guidance on procedures and requirements can be obtained from the Local Authority's **Off-site activities and educational visits: regulations and guidance.**

## 11 Group Leader's planning

11.1 Group leaders must read thoroughly the appropriate guidance for off-site activities:

**Off Site Activity Pack - refer to EVOLVE website and 'Off-site activities and educational visits: regulations and guidance' (green book)**

- Educational Visit – For Approval of Headteacher Form
    - Council Approval Form
- Risk Assessment Form
- Aide Memoire to planning control measures
- Examples of Risk Assessments
- Checklist for Teachers and Group leaders (Internal)
- Group Checklist (HCC)
- Pupil Checklist (day visit/residential)
- Confidential Medical Form
- Actions to be taken in the event of a serious incident document
- Emergency Action Support Notes
- Risk Assessment Library

## 12 Visit plan

12.1 The visit plan for intended educational visits must include the following:

- risk assessment;
- report on preliminary visit;

- applications for approval of visit;
- general information;
- names, ages, contact details, permission forms, medical
- records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and Head Teacher;
- medical questionnaire returns;
- first-aid boxes.

**Driving a mini bus (Any vehicle with 10 – 17 seats)**

**All drivers of minibuses engaged in council business should have completed the MIDAS training course successfully.**

**Equal Opportunities and Inclusion**

All children will be involved in off-site activities and educational visits. This must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the context.

The behaviour, motivation and interest of the group are very significant factors in the success of outdoor ventures, and in particular residential ventures. It is essential that strategies exist to bring groups together, to team build and control behaviour. Where the inclusion of a child would compromise this, adaptions or codes of behaviour can be considered as well as increasing staffing and decreasing ratios.

**Monitoring and review**

13.1 This policy is monitored by the governing body and will be reviewed every three years or before if necessary. The Headteacher will report to Governors on an annual basis as to the effectiveness of the overall visits/curriculum enhancement programme.

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| **Date agreed:** | **May 2026** |
| **Review date:** | **May 2027** |