



Educational Visits Policy

Contents

1. Rationale
 2. Purpose
 3. Guidelines
 4. Scope & Remit
 5. Ensuring Understanding of Basic Legal Requirements
 6. Local Visits up to one day in length
 7. Roles & Responsibilities
 8. Planning Off Site Visits
 9. Risk Assessment
 10. Pre-Visit
 11. First Aid
 12. Supervision
 13. Preparing Students
 14. Participation
 15. Information to Students
 16. Transport & Students
 17. Students with special educational & medical needs
 18. Communicating with parents/Carers
 19. Parental Consent
 20. Residential Visits
 21. Student Rules for Visits
- FORM OE 2014
FORM OSV 2014
Sample Risk Assessment

1. Rationale

Well-planned and executed educational visits provide our students 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.

2. Purposes

Educational Visits can provide stimulus and support to learning 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 unit of work to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

3. Guidelines

CORE Education Trust has formally adopted "Outdoor Education Advisers Panel National Guidance for the Management of Outdoor Learning, Off-site Visits and Learning outside the Classroom". This guidance can be found at www.oepng.info.

This does not preclude schools implementing alternative arrangements based on local circumstances and outcome of risk benefit analysis.

Anybody involved in educational visits and learning outside the classroom is strongly advised to read this policy before seeking information from the oepng website.

It is a legal expectation that employees must work within the requirements of their trust's policy and the requirements of "Outdoor Education Advisers Panel National Guidance".

Where a trust employee commissions an educational visit or learning outside the classroom activity, they must ensure that the provider has either:

- a. Adopted the trust policy and guidance and the OEAP National Guidance
- Or
- b. Have systems and procedures in place where the standards are as robust as those required by the OEAP National Guidance.

4. Scope & Remit

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

The OEAP National Guidance Document:1c “Status and Remit and Rationale” clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- Direct supervision of children and young people undertaking experiences beyond the boundary of their normal classroom environment;
- Direct supervision of children and young people undertaking experiences that fall within the remit of learning outside the classroom;
- Facilitating experiences for children and young people undertaking experiences beyond the boundary of their normal classroom environment;
- Deploying staff who will supervise or facilitate experiences for children and young people undertaking experiences beyond the boundary of their normal environment;
- This guidance may be applicable for all those supervising vulnerable adults as there is a transfer of good practice for the wider use of educational visits;

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the OEAP National Guidance document: 3.2a “Underpinning Legal Framework and Duty of Care”

5. Ensuring Understanding Of Basic Legal Requirements

As an employer, the trust is required to ensure that its employees are provided with:

- Access to appropriate guidance relating to educational visits and learning outside the classroom activity:
- Access to appropriate training courses to support the guidance to ensure that it is understood:
- Suitable systems and processes to ensure that those trained are kept updated:
- Access to advice, support and further training from appointed accredited advisers who have proven expertise and professional understanding of the guidance. The trust has a Service Level Agreement with Shapestone Outdoor Consultancy Limited who are accredited OEAP Advisers.

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

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 students.

The following guidelines support the planning and implementation of educational visits organised at the school.

The first part of this document sets out the overall requirements for planning and executing successful educational visits. The second and third sections expand on the requirements for visits which include hazardous activities and/or overnight stops (residential visits).

6. Local Visits Up To One Day In Length

Most visits are local and take place either within school time or occasionally during evenings or weekends. Although these visits may seem simple to arrange and organise, it is essential that all the aspects outlined elsewhere in this document are complied with. Due regard in consideration of all Health and Safety and Risk Assessments must be taken when planning a trip. The basic Consent Forms, Letters to Parents, Venue Activity Group Specific Risk Assessment (VAGRA) forms, Checklists and Planning Documents **must** always be completed. The Student/Adult ratio must be made with due reference to the local context of the trip, age of children and the national guidance. Any decision made should ensure effective supervision at all times. One of these adults **must** be an employee of the school; either a teacher or member of the support staff.

REMEMBER: All and every visit must be approved by the Headteacher and signed off by the Educational Visits Co-ordinator (EVC).

Shapestone Outdoor Consultancy Ltd are available to provide specialist advice as part of the planning process for trips within the parameters of the Trust SLA. The notification of trips to Shapestone is to back up the trust's internal approval system. Higher risk visits such as residential, overseas, outward bound & adventurous activities including Duke of Edinburgh Award Expeditions must be sent to Shapestone Outdoor Consultancy Ltd well in advance of internal approval being sought. The EVC, if ever in doubt over a trip, should send to Shapestone the required notification form.

7. Roles & Responsibilities

The Board of Directors must approve all overseas and/or residential visits.

Headteacher

The Headteacher will endeavour to ensure that:

- they have appointed a suitable visit leader who may be a teacher or member of the support staff;
- all necessary actions have been completed before the visit begins;
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

- the visit leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the Visit leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body/Board of Directors has approved the visit if necessary.

Educational Visits Coordinator (EVC)

The Educational Visits Coordinator will endeavour to ensure that:

- The Visit Leader has completed all checks, risk assessments and internal protocols
- They have checked all planning and preparation documents in line with policy
- They have provided advice and support for the Visit Leader where necessary in preparation for the trip or signposted them to relevant national guidance and advice from Shapestone
- They monitor the school's visit approval protocols and report on it to the Headteacher

Visit Leader

One member of staff, the visit leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Headteacher. The Visit Leader should:

- appoint a deputy;
- be able to control and lead students of the relevant age range;
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- liaise with the appropriate staff during the planning stages including SENCO and First Aid lead (if different from the SENCO)
- undertake and complete a comprehensive risk assessment;
- have regard to the health and safety of the group at all times;
- have knowledge of the students proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that students understand their responsibilities (see responsibilities of students below);
- parents have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

- that they have the names of all the adults and students in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.
- Have medical information on all students. Ensure there is a designated person to manage any medication that needs to be taken on the trip.

Other teachers and adults involved in a visit

Teachers on school-led visits are employees of the Trust. 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, safety, welfare and safeguarding of everyone in the group;
- care for each individual student 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 students except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the students in their charge is unacceptable.

Responsibilities of students

The visit leader should make it clear to students that they must:

- not take unnecessary risks;
- follow the instructions of the 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 Visit leader about it;
- not undertake any task that they fear or that they think will be dangerous.

Any students 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 students should be fulfilled in other ways.

Parents

The Visit 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 Visit 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.

Parents must:

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

- provide the Visit Leader with emergency contact number(s);
- sign the consent form;
- give the Visit Leader relevant information about their child's health and medical needs which might be relevant to the visit (see model Consent Form).

8. Planning Off-Site Visits

Whether the visit is local, further afield, 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 Visit 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 / Visit Leader must agree all plans with the Headteacher.

9. Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the VAGRA Form. The risk assessment will decide 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 Visit 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.)

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

The Visit 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 group members' age, competence, fitness and temperament;
- students with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

10. Pre- Visit

Wherever possible the Visit Leader should undertake a pre-visit. This should be approved by the EVC to:

- ensure that the appropriate 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 students in the group;
- ensure that the Visit Leader is familiar with the area before taking a party of young people.

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.

A copy of the venue's own health and safety risk assessment should be acquired if available, unless the organisation has recognised national accreditation eg. AOLTC Quality Badge or VAALS Licence.

11. First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad, it is sensible to have at least one trained first-aider in the group. If not a First Aider, the Visit Leader should also 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;
- a person appointed to be in charge of managing medication arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other students. The Visit Leader should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

12. Supervision

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

- gender, age and ability of group;
- special educational or medical needs students;
- 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.

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

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 are as follows:

For visits generally	1:15
For visits involving unenclosed public spaces	1:10
For residential visits	1:8

Please refer to the national guidance on Effective Supervision prior to finalising these ratios. Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. Ideally there should be at least two adult supervisors, but based on local risk assessments and the nature of the trip, this may not always be deemed necessary.

One Visit Leader, an adult supervisor, who has authority over the whole party, should be appointed.

Where a high adult: student ratio is required, it is not always feasible to use school staff alone. Other adults with appropriate **DBS** clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the student group. All adult supervisors **must** understand their roles and responsibilities at all times. By default all adults accompanying a group have a supervisory role. No-one should be there 'just for the ride!' In particular, all supervisors should be aware of any students who may require closer supervision, such as those with special educational or medical needs or those with behavioural difficulties. Teachers or school staff retain responsibility for the group at all times.

For the protection of both adults and students, all adult supervisors (including school staff) should avoid situations where they are alone in a one to one situation with a student.

If the school is leading an adventure activity, such as canoeing, the Trust must ensure that the Visit Leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

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

13. Preparing Students

Providing information and guidance to students is an important part of preparing for a school visit. Students should have a clear understanding about what is expected of them and what the visit will entail. Students must understand what standard of behaviour is expected of them and why rules must be followed. A lack of control and discipline can be a major contributory factor when accidents occur.

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

Students should also be told about any potential dangers and how they should act to ensure their own and others' safety.

Students 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.

14. Participation

Students 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.

Students whose behaviour is such that the Visit Leader is concerned for their or others' safety should be withdrawn from the activity. On residential visits the Visit Leader should consider whether such students will return home early.

15. Information To Students

It is for the Visit Leader to decide how to provide information, but they should be satisfied that the students understand key safety information. Students 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 students;
- 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.

16. Transport And Students

Students 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;

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

- 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 member of staff straightaway;
- if you are allowed to bring a mobile phone or other music players, then you can only play music if you use ear phones;
- what to do in the case of a medical incident.

17. Students With Special Educational And Medical Needs

The Headteacher will not exclude students 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 additional safety measures may need to be addressed at the planning stage.

18. Communicating With Parents/Carers

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 students' health and safety is useful to parents, and will be included in a letter to parents/carers 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 leader, other staff and of other accompanying adults;
- visit's objectives;
- details of the activities planned and of how the assessed risks will be managed;
- details of how first aid/medical incidents 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.

19. Parental Consent

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

The school will seek consent for any visit out of school. If parents withhold consent absolutely the student should not be taken on the visit, but the curricular aims of the visit should be delivered to the student 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. The School's parental consent form should be completed for each student in the group.

20. Residential Visits

Hostels and Hotels

The school will bear in mind the following:

- the Visit Leader should ideally have adjoining rooms with staff quarters next to the young people's – endeavour to obtain a floor plan of the rooms reserved for the group's use in advance;
- access by staff to student rooms must be available at all times;
- separate male and female sleeping areas for students and adults;
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions/exits, its regulations and routing, and that everyone can identify key personnel;
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- ensure that locks / shutters etc. work on all the rooms used by the group;
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables;
- adequate lighting – it is advisable to take a torch;
- provision for disabled students or those with special educational or medical needs;
- safety in rooms (electrical connections, secure balconies);
- re-creational accommodation/facilities for the group.

21. Student Rules For Visits

Before the visit:

- make sure your consent form has been returned on time;
- make sure your parents know where you are going and what time you will be returning to school;
- make sure you know what you need to bring for the visit and bring them with you;
- arrive at school on time.

Throughout the visit:

- Usual school conduct, behaviour policies and rules apply, unless explicitly stated otherwise by the lead adult

During the journey:

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

- listen to any instructions you are given;
- walk sensibly to the coach or minibus in a single line;
- if you have to cross a road to get to the transport always cross sensibly, looking both ways to make sure there is no traffic;
- do not get onto the vehicle until you have been told to do so;
- sit where you are told to sit;
- you must wear your seatbelt and stay seated at all times;
- make sure your bags do not block the aisle of the coach;
- never throw things out of the vehicle's windows;
- if you feel unwell while travelling, tell a member of staff straightaway;
- never kneel or stand on seats or otherwise impede the driver's vision;
- never distract or disturb the driver in any way;
- stay clear of the doors after boarding or leaving the vehicle;
- you must not eat, chew or drink on the coach
- if you are allowed to bring a mobile phone or other music players, then you can only play music if you use ear phones;
- you must not take pictures or videos of other students or members of staff;
- when you arrive at your destination you must switch your mobile phone off.

When you arrive at the destination:

- stay seated until you are told to leave the coach;
- listen carefully to any instructions;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- stay in the group you have been allocated to;
- make sure you are with the member of staff you have been allocated to at all times;
- follow any instructions you are given by a member of staff.

Remember

The school and the staff will do everything to ensure that your visit is an enjoyable and safe one. It is your responsibility to ensure that you behave in a safe way and don't endanger yourself or others.

Remember

When you go on a visit you are on show to other people and you are representing the school. People will get an impression of you and the school from the way you behave. Make sure you give everyone you meet the best possible impression.

If you see anyone doing anything wrong at any time tell a member of staff.

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

FORM OE 2014 S17-10

NOTIFICATION OF ADVENTUROUS ACTIVITIES

This form should be submitted electronically and used for notification of the activities listed in OEAP National Guidance 7a Adventurous Activities. Note: This includes D of E Expeditions.

USING THIS FORM

All Establishments should:

- Complete Parts 1 & 2 and send to the email address at the bottom of this form.
- Ensure each part is signed by the appropriate person
- Enclose wild country/ D of E routes where applicable
- Complete a checklist for Adventurous Activities and retain this on record at your establishment. You do not need to send this checklist to Shapestone Outdoor Consultancy.

PART 1 TO BE COMPLETED BY ALL SCHOOLS, CENTRES OR OTHER ESTABLISHMENTS

Name of School/Establishment _____

Tel. _____

Address _____

Date of visit from _____ to _____ Name of Visit Leader _____

Email _____ Mobile _____

Total Young People Male ____ Female ____ Age Range _____

Adventure activities (please list) _____

Geographical location, place/address and area, please be specific.

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

PART 2

Names of all accompanying adults
(please indicate whether male/female (m/f);
staff (s); parent (p); governor (g); volunteer (v)

Relevant qualifications/experience

_____	_____
_____	_____
_____	_____
_____	_____

If the activities are wholly or partly provided by a commercial company or independent organisation, please state:

Name of Company/Organisation _____ Tel _____

Company Address _____

Address of Where staying/Activity Base _____

Please state the activities, which will be under the direct control of:

i) School employees _____

ii) Hired instructors _____

For teacher/ youth worker-led expeditions into 'wild country',

Please enclose routes marked on a photocopied map scaled 1:50,000 or 1:25,000

Have you completed Adventurous Activity Checklist and kept on record at your establishment?

**Yes /
No**

Emergency Contact Names 1) _____ Tel: _____

2) _____ Tel: _____

(Representatives of School, Unit or Centre who can be contacted by Leader or Employer in an emergency)

I confirm that appropriate insurance has been effected and that adequate emergency procedures are in place

Signed _____ (EVC/ Head Teacher/Senior Manager)



Print Full name clearly _____ Date _____

EVC Email _____

Please complete this form and send it with your wild country / D of E routes if appropriate.

Email to Richard.Batty@shapestone-oc.co.uk

Advice available from Tom Lilley on 07980 266367 and Richard Batty on 07432 053936

To arrive at least four weeks before the proposed visit.



COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

FORM OSV 2014 S17-11

NOTIFICATION OF OVERSEAS VISITS/EXPEDITIONS

This form should be submitted electronically and used for notification of any Overseas Visits/Expeditions

USING THIS FORM

All Establishments should:

- Complete Parts 1 & 2 and send to the email address at the bottom of this form.
- Ensure each part is signed by the appropriate person
- Complete a checklist for Overseas Visits/Expeditions and retain this on record at your establishment. You do not need to send this checklist to Shapestone Outdoor Consultancy.

PART 1 TO BE COMPLETED BY ALL BY ALL SCHOOLS, CENTRES OR OTHER ESTABLISHMENTS

Name of Establishment/School _____ Tel. _____

Address _____

Overseas Notification

Date of visit from _____ to _____

Full Name of Visit Leader _____ Email _____

Total Young People _____ Male _____ Female _____ Age range _____

Reason for visit (please list) _____

Geographical location, place / area.

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

(Please be specific) _____

Signature of Visit Leader _____

Notification of Visit Date _____

If you are doing any Adventurous Activities please complete Adventurous Activities Form OE2014 to accompany this notification form

PART 2

Names of all accompanying adults
(Please indicate whether male/female (m/f);
staff (s); parent (p); governor (g); volunteer (v)

Relevant qualifications/experience

_____	_____
_____	_____
_____	_____
_____	_____

Accommodation Address whilst Overseas _____

_____ Tel _____

If the activities are wholly or partly provided by a commercial company or independent organisation, please state:

Name of Company/Organisation

Company Address _____

Tel _____

Please state the activities, which will be under the direct control of:

i) School employees _____

ii) Hired instructors _____


COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

Emergency Contact Names 1) _____ Tel: _____
2) _____ Tel: _____

(Representatives of School, Unit or Centre who can be contacted by Leader or Employer in an emergency)

I confirm that appropriate insurance has been effected and that adequate emergency procedures are in place

Signed _____ (EVC/ Head Teacher/Senior Manager)

Please print full name clearly _____ Date _____

EVC Email _____

Email to Richard.Batty@shapestone-oc.co.uk

Advice from Tom Lilley on 07980 266367 Tom.Lilley@shapestone-oc.co.uk or Richard Batty on 07432 053936

To arrive at least four weeks before the proposed visit.

For expeditions and visits in remote areas/countries at least 6 months notice is required.

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

Educational Visits Supplementary Checklist S17 - 09

Title of visit:
Date:
Gaining permission
Provisional costings, proposed outcomes and rationale for visit collated
Permission from the Headteacher has been obtained In principle <input type="checkbox"/> HT Approval check <input type="checkbox"/>
Approval of LGB/BOD obtained for overseas/residential visits <input type="checkbox"/>
Group leader has been agreed with Headteacher <input type="checkbox"/>
Staffing has been agreed with Headteacher <input type="checkbox"/>
Undertake risk assessment including pre-visit if necessary <input type="checkbox"/>
Liaise with First Aid and Management of Medicines leads (if different from SENCO) and SENCO <input type="checkbox"/>
Planning Stage 1
Letter/consent form written and issued to students <input type="checkbox"/>
Pupil Information Form has been completed and handed in <input type="checkbox"/>
VAGRA has been completed <input type="checkbox"/>
School cook has been informed of student numbers out of school/lunches needed <input type="checkbox"/>
Coaches/minibus have been booked if required <input type="checkbox"/>
Cover organiser has been informed of cover requirements <input type="checkbox"/>

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

Cross checks made and confirmed with SENCO <input type="checkbox"/>
Planning Stage 2
Consent forms have been returned <input type="checkbox"/>
School cook has been informed of packed lunch requirements <input type="checkbox"/>
A few days before visit
Post list of students out on visit in staff notice area <input type="checkbox"/>
Check arrangements with venue and coach company <input type="checkbox"/>
On the day
Packed lunches collected and distributed <input type="checkbox"/>
First aid box collected and emergency medication collected (if applicable) <input type="checkbox"/>
Register taken <input type="checkbox"/>
Students and staff reminded of requirements <input type="checkbox"/>
Copy of register left with front office with staff mobile numbers <input type="checkbox"/>
After returning
All students collected or walking home <input type="checkbox"/>
First aid box returned <input type="checkbox"/>
Evaluation form completed <input type="checkbox"/>


 COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

Below is a sample risk assessment to exemplify how risk assessments need to be completed.

SAMPLE RISK ASSESSMENT for Theme Parks and Attractions

- A Risk Assessment identifies hazards that may cause harm and then identifies the control measures that will reduce the risk to acceptable levels.
- Risk Assessments are a legal requirement and should be recorded and reviewed
- Risk Assessments illustrate good practice forethought planning and collective expertise. They are most effective when discussed with colleagues before writing and during recording.
- Generic Risk Assessments must be used in conjunction with Site Specific Risk Assessments and the Authority's Health and Safety Policy document. The Visit Leader should then ensure that those Risk Assessments are appropriate, or should make any necessary additions or changes. The dated signature by the Visit Leader confirms that all staff/adults on the visit have read, understood and adopted the written Risk Assessment.
- Suitable briefings must be given for all 6 key areas to the relevant people.

The Risk Assessment process must be seen as 'on-going' and 'dynamic'.
In other words, professional judgements and decisions regarding safety will need to be made during the activity. If the control measures aren't sufficient, the activity must not proceed.

There are 6 Key areas identified where potential hazards may occur

People 1. Type of Group 2. Staffing	Context 3. Equipment 4. Venue/Environment	Organisation 5. Travel 6. Emergency Procedures
--	--	---

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

These are the areas that must be reviewed before final approval is granted

All visits have potential hazards and risk to staff and pupils, therefore the control measures identified should be sufficient to reduce the risk to acceptable levels. If the control measures aren't sufficient, consideration must be given to absolute 'cut off criteria' and the activity must not proceed. In addition there must always be an alternative activity (Plan B), prepared and risk assessed. The control measures identified on a form are the written evidence that the six key areas above have been considered and have put into place suitable and sufficient control measures that reduce the likelihood and the severity of significant risks to an acceptable low level/rating.

SAMPLE RISK ASSESSMENT FOR THEME PARKS AND ATTRACTIONS	
School/Youth Group:.....	Benefits or Learning Outcomes:
School no of students:	
Venue:.....Date.....	
Activity:	


COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

<p style="text-align: center;">ASPECTS TO CONSIDER (List only actual significant hazards/risks)</p>	<p style="text-align: center;">CONTROL MEASURES</p>
<p>6 Key areas are identified below where potential hazards may occur. These are the areas that must be reviewed before final approval is granted.</p>	<p>Written evidence that the six key areas have been considered, putting into place suitable and sufficient control measures that reduce the likelihood and the severity of significant risks to an acceptable low level/rating.</p> <p><i>Suitable briefings must be given for all 6 key areas to the relevant people</i></p>

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

<p>2. Staffing:</p> <p>a) Competence & suitable experience, reflecting the activity, the venue and the type of group, is therefore essential.</p> <p>b) Medical issues of adults or volunteers</p> <p>General:</p> <p>a) Human error e.g getting lost b) Inappropriate behaviour e.g. leading to slips and falls c) Interference from other venue users e.g. stranger danger</p>	<ul style="list-style-type: none"> • <i>a) Suitably experienced staff including first aid cover.</i> • <i>Clear briefing and group management.</i> • <i>6 Staff (3 male & 3 Female), 2 Senior members of staff (1 head of year and 1 EVC).</i> • <i>3 Staff have run this trip for the last 4 years.</i> • <i>2 Staff are qualified First Aiders</i> • <i>Parents and Volunteers fully briefed.</i> • <i>b) Medical forms issued to staff.</i> • <i>a), b), c), Appropriately qualified (e.g. first aid), experienced staff; appropriate safety equipment e.g. radios; safe group management and appropriate teaching.; briefings to reinforce boundaries, time limits and buddy system as appropriate.</i>
--	---


COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

CONTEXT

3. Equipment:

a) Suitable and sufficient materials and equipment is provided.

- *a)Checks are made on the day as to appropriate clothing being worn.*
- *Suitable and sensible footwear and clothing to be worn, sun protection and fluids available.*
- *Site map and ID card*

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

<p>4. Venue/Environment:</p> <p>a) Rides, machinery and theme park attractions</p> <p>b) Pupil separated from group, assault, abuse by public, lack of adequate supervision.</p>	<ul style="list-style-type: none"> • <i>a)b)Use well established, permanent theme parks that conform with industry standards and hold adequate public liability insurance.</i> • <i>Download school park planning pack and any suitable information e.g. maps</i> • <i>On entrance observe all safety information given.</i> • <i>Pupils and staff to listen to briefings carefully.</i> • <i>All party members go to agreed meeting point, which is clearly identified to all pupils. One member of staff to be on duty at this point for the duration of the visit. Pupils to report to this meeting point in their 'buddy groups'.</i> • <i>Buddy Groups are groups of 3 or 4 pupils under strict instruction to stay together in all situations, looking out for each other.</i> • <i>Regular headcounts. Touch base times at meeting point.</i> • <i>Pupils never on their own on rides unless they are individual seated rides.</i> • <i>No unauthorised / unsupervised entry into or onto water.</i> • <i>Pupils carry personal ID cards, with relevant phone contact numbers for staff in the park, plus hotel details.</i> • <i>All staff carry mobile phones for duration of the visit.</i> • <i>All staff have school mobiles and appropriate emergency telephone numbers for each other and base contact.</i> • <i>Site maps issued to all party members.</i>
---	--

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

c) Hazardous weather conditions

- *The site is fenced and has a clear boundary.*
- *c)Sun protection and hydration awareness and briefings given.*
- *Obtain an up to date weather forecast with special attention to any forecasted electrical activity which may cause machinery to break down.*
- *Look for shaded areas, specialised shelter for rain/sun.*



COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

ORGANISATION

5. Travel:

a) Suitability of vehicle and competence of drivers.

b) Identify main hazards for journey and stopping points

- *a)b)A Minibus Generic Risk Assessment is available on the school website. When using an alternative carrier, checks have been made as to the suitability of the coach company. They have provided a Risk Assessment checklist that conforms with the Authority's Guidelines for planning transport. All party members made aware of emergency procedures on the coach.*
- *Seat belts worn at all times when vehicle is moving*
- *Hand Luggage safely stored*
- *No walking round the vehicle*
- *Procedure for leaving coach in an emergency/break-down situation i.e. back third first, then road side followed by pavement side last.*
- *Buddy group systems used at stopping points. All pupils counted onto coach after every stopping point.*
- *Consider group safety in car park areas, and accessibility for younger and pupils with SEN.*

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

6. Emergency Procedures:

a) Accidents and major incidents resulting in injury
or other unforeseen events

b) Including alternative 'Plan B'

- a)Emergency procedures are in place.
- The Base contact understands their role and responsibility.
- The Base contact has copies of forms.
- The Base contact has confirmed with the visit leader a 'visit closed' policy and a 'failed to return policy' if appropriate.
- The Visit Leaders carry copies of forms.

RISK ASSESSMENT FOR EDUCATIONAL VISITS

Signed:

Visit Leader

Date of Assessment:

Print Name:

Review 1 (date and initial)

Review 2 (date and initial)

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

CORE Educational Visits Policy

Publication Date	Autumn 2017	Owner	Head of Development
-------------------------	-------------	--------------	---------------------



NANSEN
PRIMARY SCHOOL



ARENA
ACADEMY



CENTRAL
ACADEMY



CORE
EDUCATION TRUST



CITY
ACADEMY



JEWELLERY
QUARTER
ACADEMY



ROCKWOOD
ACADEMY