



Educating For 'Life In All Its Fullness'

Harewood C of E Primary School

Educational Visits Policy

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Headteacher: A. Ratcliffe

Chair of Governors: J. Jayne

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School Values

'Educating For life In All Its Fullness'

(John 10:10)

As a school, we shape all that we do, to allow children to develop a strong sense of their Emotional, Spiritual and Cultural self through our Christian values:

- **Honesty**
- **Forgiveness**
- **Courage**
- **Hope**
- **Community**

We ensure that children are prepared for future life and have the Cultural Capital to be active citizens of the world they live in. Through all work in school, children are supported in developing an understanding of their place in the world. Our collective Christian values shape our thinking and aim to promote the positive Physical, Emotional, Mental and Spiritual development of our community.

Safeguarding

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Policy for Educational Visits

This policy has been written in conjunction with 'The Governors Guide to the Law' and Leeds LA publication a 'Handbook for Educational Visits' . The policy will be reviewed regularly and amended where necessary in order to reflect any changes in legislation.

Introduction

The Governing Body recognises the importance and value of educational visits and is keen to encourage their development. The safety of the Staff and children involved in visits is paramount and it is essential that all visits are well planned and adequately supervised.

Aims Of This Policy

- To provide staff involved in organising educational visits with information on procedures and guidelines that will enable visits to be implemented safely.
- To outline the responsibilities for staff
- To give advice and information about procedures in the event of an accident, insurance and financial arrangements.

Planning & procedures

The Visit

Out of school activities must match the age, needs and experience of pupils. To establish the appropriateness and safety of a visit the following questions should be considered by the organisers.

- What is the aim of the visit?
- Where does it fit into the pupils' current curricular needs?
- Is it in line with the school's curricular and safeguarding policies?
- Is the aim being achieved in the most efficient and effective manner?

All relevant staff and accompanying adults should have a clear understanding of the objectives relating to the curriculum and to social and personal development. Certain specific procedures should be completed before, during and after the visit. (Appendix 1).

All Educational Visits should teach children to be observant to identify hazards and to know how to act if they spot one. (This is in line with our school aims and our PSHE curriculum).

Planning

Organisers should undertake exploratory visits to evaluate the suitability and to assess the areas of risk.

No contract or visit should be entered into until the organisers are satisfied that there is good safety provision.

Risk Assessment

A formal risk assessments will be completed before all proposed educational activities off the school site. This risk assessment will be authorised by the Head teacher and given in writing to all staff involved.

Level of risk

Risks should be judged to be at an acceptable level if activities are to proceed. Where risks are assessed to be too high, the activity will not take place. Assessment should include careful consideration of the following factors:

- The type of activity and the level at which it is being undertaken.
- The location.
- The competence, experience and qualification of the school supervisory staff.
- The group members' age, competence, fitness and temperaments.
- The ratio of experienced, qualified centre staff to students.
- The quality and suitability of available equipment.
- Seasonal conditions, weather and timing.

Responsibilities

Certain key people and bodies have the following responsibilities:

Governors

Governors have a statutory responsibility for the conduct of the school, its curriculum and for the safety of a planned educational visit. Authority for **residential** visits requires the approval of the Governing Body and the Education Leeds Health and Safety Team through the LEA notification system EVOLVE. Six weeks prior to the visit.

The Head Teacher

- Educational visits coordinator with overall responsibility for ensuring that this policy is adhered to and for all off-site activities.

Staff

- To co-operate with the Head Teacher and the Governors to ensure the safety and success of a school visit.
- To gain prior approval of the Head Teacher for all outdoor activities.
- To report all injuries or accidents to the Head Teacher and record these in the school accident book. RIDDOR reports should be completed following severe injuries i.e. resulting in hospital visits
- To provide parents with written details of visits and journeys.

- To accept overall responsibility for the safety of pupils at all times. This may, on occasions, be delegated to a qualified member of an activity centre's staff for a short time during times of increased risk or where specialist supervision is required.
- To ensure that pupils have been informed of a code of conduct. (Appendix 2)

Parents / Guardians

- To provide written consent for all activities that differ from the normal daily routine. (For visits in and around Harewood village this may be a single consent sought at the start of each academic year). Individual consent is needed for all other educational visits.

Supervising Adults

Accompanying adults may comprise of school staff, specific centre staff or other approved accompanying adults e.g. parent volunteers

- To know exactly which pupils they are responsible for and the extent of that responsibility.
- To ensure each pupil also knows which member of staff and/or accompanying adult is responsible for them and their group.
- Volunteers are expected to act towards the children as a careful parent would in similar circumstances.

First aid provision

Residential visits must include a minimum of one member of staff with a recognised First Aid qualification. Wherever possible a qualified first aider should also support other 'non residential' visits.

Individual pupil's medication together with a complete first aid kit must be taken on all educational visits.

Staffing the Visit

For reasons of both child protection and Health & Safety, wherever possible a minimum of two staff should support each visit, one of whom should be a qualified member of staff.

Voluntary helpers must be carefully selected, not left in sole charge of children and DBS checked if they are regular helpers in school.

Minimum recommended staffing ratios

- For day visits with low to medium risk, a ratio of 1 adult to 10 children is required.
- Activities with increased levels of risk will require lower ratios.
- For children under 8 years, a ratio of 1 adult to 6 children is required.
- If the ratios do not meet these recommendations seek advice from the Head Teacher before departing on the visit.

Transport

Transport hired by the school

- Use Leeds City Council approved companies.
- Ensure this hired transport is equipped with seat belts, fire extinguisher, insurance and suitably qualified drivers who are well briefed. The transport should appear to be well maintained.

Transport supplied directly by Leeds City Council

- School service buses are used that may or may not carry seat belts. This practice is determined in accordance with transportation guidelines (DfES HSEV doc para 130) by the Local Authority and not the school.

Public Transport

- Key Stage 2 pupils only
- Ensure pupils are taught how to behave appropriately in using public transport.

Parent Transport

On occasions where it is necessary to use parent transport for children in the case of transporting small groups to sporting competitions or musical events the following must be applied:

- Send a letter to parents requesting permission for children to be transported in specific cars with named drivers.
- Once written permission has been agreed staff and parents must not agree to any swapping between cars.
- Provide parents offering to provide transport with the risk assessment for 'use of private vehicles',
- Ensure parents present their driver's license and evidence of insurance to the school office.
- Provide parents with directions to the site of the visit and the school mobile number of the group leader in case of emergency.
- No more than 4 children to be transported by any one person at a time.

Appendix 1

Prior to Visit.

Complete a visit proposal form and risk assessment forms. Once signed by the Head teacher/Educational Visits Co-ordinator (EVC) copy to all adults involved.

1. Book coach, confirm in writing and keep copy of letter.
2. Complete preliminary visit to venue where necessary.
3. Send letter to parents assessing financial viability of the visit and gaining parental consent. State time of arrival at school and return time.
4. Complete risk assessments and EVOLVE documentation.
5. Hold parents meetings as appropriate.
6. Cancel school meals in kitchen (Giving at least a week's notice).
7. Identify extra adult helpers - male and female in mixed parties (see suggested ratios).
8. Identify Special needs/problems for particular children (e.g. travel sickness)
9. Prepare group lists for all helpers.
10. Send out final details to parents including itinerary and emergency contact at school.
11. Make clear the anticipated time back at school.
12. Notify staff and SEN support staff as appropriate.

Day of Visit

Ensure parent / volunteer helpers are reminded of their role on the day and that the following are taken on the visit:

1. First Aid kit as appropriate and list of medical needs.
2. A mobile phone (this can be a personal device) with the number left at the school office.

3. Buckets, bin liners, paper towels, sawdust. Inhalers / Medication where appropriate
4. Money for expenses.
5. Packed lunches.
6. Details of venue including maps if appropriate (leave copy of venue details and itinerary to be left in school with the Head Teacher).
7. Appropriate clothing for all children.
8. List of all children on each coach with supervising teacher
9. Lists of all groups to all staff and parent helpers.

Before Leaving the Venue.

1. Check face against name of all children on each coach.
2. If more than one coach is involved the visit leader must be satisfied that all children are accounted for before any coaches leave.
3. Check all equipment is on the coach.
4. Check all children have bags, clothing etc.
5. Ensure no children are in the front seats or centre rear seat of coaches.
6. Check all children seated with seat belts on.

Return to School.

1. Leader satisfied all children have been collected or allowed home according to parents' wishes and that no child is left at school alone.
2. Return First Aid kits and other equipment to Store.
3. Inform Head Teacher of any incidents immediately and final numbers for insurance purposes.

Information for Parent Helpers

Helpers should be provided with:

- Verbal summary of risk assessment and emergency procedures,
- Group list

- Timetable for the day.

Communicate the main purpose of the visit and link to the learning objectives for the visit including historical context where relevant.

Encourage helpers not to force information onto children but to allow them to observe and 'discover' for themselves.

APPENDIX 2.

Code of Conduct for Outdoor Visits

Children should be reminded to adhere to the same code of conduct and basic rules that are expected of them within the school environment.

1. We follow the expectations of school behaviour set out in the Harewood Behaviour Code.
2. We are polite and good mannered to each other and all adults we meet
3. We enjoy our visits, participate well, think about what we are learning about and ask questions appropriately
4. We listen to our group leader and do exactly as we are asked.
5. We travel on coaches sitting down safely - we never change places or shout loudly.
6. We stay with our group and always ask permission to go elsewhere (toilets etc.)
7. We walk quietly wherever we go not disturbing other people, along pavements in pairs keeping next to the wall-side.
8. We respect others' property and vegetation.
9. We obey the country code when in the countryside.
10. We always leave places as we found them without litter and do not bring bottles or cans.