



Educational Visits Policy January 2024

Principle

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

Purposes

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

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

Where opportunities are well planned and structured the values and benefits of educational visits have been shown to cover the following areas:

- Developing key skills
- Raising achievement by boosting self esteem and motivation
- Developing social education and citizenship
- Promoting sustainable development
- Promoting health and fitness

Guidelines

Educational visits are planned over an academic year and chosen for their educational purpose which is clearly related to the curriculum. The school follows the guidance and regulations set out in the document 'Offsite activities and educational visits regulations and guidance' (HCC)

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

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

Head Teacher or Educational Visits Coordinator

The Head Teacher or Educational Visits Coordinator will use evolve to ensure that:

- they have appointed a suitable group leader;
- 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;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- all supervisors on the visit are appropriate people to supervise children;

- 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;
- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.
- Any implications of COVID have been considered and planned for to minimise risk and impact.

Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit.

The Group Leader should:

- complete an educational visits checklist before the visit to help with planning the visit;
- be able to control and lead pupils of the relevant age range;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment in accordance with guidance from HCC;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- fill in and attach forms to Evolve for them to be agreed.
- ensure that pupils understand their responsibilities (see responsibilities of pupils below);
- ensure that teachers and other adults understand their responsibilities and have been briefed adequately on the nature of the visit and any possible risks.

Other teachers and adults involved in a visit

Teachers and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline.
- Non- members of staff should generally not have sole charge of pupils except where risks to health and safety are minimal and if they are left alone with children they should have the necessary DBS clearance.

Responsibilities of pupils

The group leader should make it clear to pupils 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 group leader about it;

Pupils with special educational and medical needs

We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips. Although it should be noted that while we are an inclusive school and will do all we can to include every child safely:

- The school will consider all *reasonable* resources to put in place to ensure inclusion
- We look for parental support to ensure inclusion at all times, including not unreasonably asking if it's possible for a parent to be available (not necessarily supervising at all times though ...)
- **Our duty of care overrides issues of inclusion where the safety of the child, other children or staff cannot be reasonably guaranteed**
- We will do our best to offer alternatives if we feel we cannot ensure safety
- In the final analysis our Duty is to the safety of all the children on the visit

Our policy is in line with the Safeguarding advice from



Hampshire Safeguarding Policy, Procedure and Guidance Published September 2023 and was adopted by Eling Infant School September 2023

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits co-ordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. .

This policy should be read in conjunction with the guidance

HCC Hampshire Outdoors - Supplementary Guidance – March 2023

And the Evolve website should be consulted for updates and guidance

January 2024

Appendix 1

RISK ASSESSMENT – STEP 1

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), add up the total of your answers (see overleaf), then complete the specific risk assessment form (Step 2) as needed.

	The activity is...	The participants ...	The activity leader ...	The environment is	First aid / emergency support are...	Weather changes...
1	within the everyday experiences of the individuals.	are very experienced with an appropriate level of competency.	is very experienced in leading this activity and qualified at the appropriate level	a local, well known location – urban or rural with predictable hazards.	available at activity site. School and activity staff have appropriate, in date qualifications to suit the activity.	will have no effect on the group.
2	outside the everyday experience of the individual but some tasks have familiar aspects.	are regularly exposed to the activity with an adequate level of competency.	regularly participates in this type of activity but may have minimal qualifications and little leadership experience.	less well known – urban or rural with hazards that could change quickly.	available at activity site. School OR activity staff have appropriate, in date qualifications to suit the activity.	are appropriate to the activity. Any changes will have minimal effect but will not affect safety.
3	outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	have some exposure to the activity with experience at a recreational level and some competency.	has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity.	unfamiliar – potentially complex urban or rural; in the UK, or abroad. OR this is an overnight/ residential visit.	limited, with first aid available at activity site. Emergency support may take an extended time to arrive or access the site.	could lead to problems if the group is not adequately prepared with training and equipment.
4	outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC).	have very occasional exposure to the activity with some experience at an introductory level and limited competency.	has had very occasional experience of the activity as a leader, limited experience as a participant and has no qualifications.	within close proximity to water, cliffs beaches, or other novel hazardous environmental features.	not readily available with limited first aid AND emergency support may take an extended time to arrive or access the site.	could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped.
5	outside the experience of the individual with no training prior to the trip.	are absolute novices with no experience of the activity.	has no experience of the activity in a leadership capacity with some experience as a participant.	in a developing world country, a remote area or an area requiring an advanced leadership/coaching award.	not readily available with no first aid or emergency support readily available at the activity; school or activity staff have no first aid qualifications.	could have serious repercussions for the group.

Add up the total of your answers – Highlight outcome

6 – 10 LOW RISK	11 – 19 MEDIUM RISK Evidence will be required to show you have recognised the risk and made provision for control of risk	20 – 25 HIGH RISK Further discussion with EVC is required. Changes will need to be made to lower the overall risk	25 – 30 UNACCEPTABLE RISK Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk
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Appendix 2

Site / Group / Activity Specific Risk Assessment and Risk Management Record

Establishment:

Leader:

Location:

Other staff :

Group size:

Ratio:

Benefits (aims, objectives, intended outcomes...) <ul style="list-style-type: none"> • • 	Who might be at risk? (Tick as appropriate) Participants <input type="checkbox"/> Staff <input type="checkbox"/> Volunteer Adults <input type="checkbox"/> Others (specify) _____
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Identifying the Hazards – Assessing the Risk	Control Measures – Reducing the Risk	Risk Rating Outcome (H/M/L)
Site and its environment <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	
Group / special needs/ safeguarding <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	
Down time (time spent out of structured activity), overnight supervision and time in accommodation (where applicable) <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	
Leader and activity arrangements <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	
Transport <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
First aid arrangements <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

Appendix 3

Reasonable Adjustments Record for Medical / Special Needs Inclusion

1. List all the options/adjustments to enable inclusion. (All options should be documented even if not feasible).
2. Benefits and Detriments of each option.
3. Decision of feasibility.
4. Discuss decision with the Head Teacher who will make the final decision based on the evidence.

Situation/ Concerns / Medical issues:

Option/Adjustments	Benefits of Option	Detriments of Option	Decision of Feasibility	Notes

Outcome:

Visit Leader Signature:

Date:

Head Teacher Signature:

Date:

Appendix 4

Challenging Behaviour Specific Risk Assessment and Risk Management Record

Establishment:

Leader:

Date(s) of Visit:

Name of Young Person:

Visit to:

Actions Completed Prior to the Visit:

Date	Action	Notes
	<ul style="list-style-type: none"><li data-bbox="293 552 801 579">• Pupil's view elicited in planning for visit.	
	<ul style="list-style-type: none"><li data-bbox="293 616 1077 643">• Parent/carer involved in decision-making and planning for visit.	
	<ul style="list-style-type: none"><li data-bbox="293 679 1070 738">• Specialist Services consulted (eg SENCO, Behaviour Support etc)	
	<ul style="list-style-type: none"><li data-bbox="293 775 618 802">• Other (Please describe)<li data-bbox="293 823 309 850">•	

It is expected that any child whose behaviour is challenging may already have an individual behaviour management plan which has been shared with all affected parties eg. Staff. This will already record many of the proactive and reactive strategies designed to reduce the level of risk presented by that child's challenging behaviour. If this information is known to accompanying staff, there is no need to repeat these below.

Use the table overleaf to record any *additional* measures specific to the visit to be implemented to reduce the risks during the visit and record the person responsible for implementing those measures.

Additional Measures: To Be Taken During Visit.

Locations and situations where challenging behaviour is likely to be shown. <ul style="list-style-type: none"> Identify the triggers and or behaviour(s) likely to be challenging – assessing the risk 	<ul style="list-style-type: none"> Control measures (Key Strategies) – reducing the risk 	Staff Responsible for Implementing	Manageable / Unmanageable
Site / venue and its environment <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		
Group / third parties <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		
Activities including downtime <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		
Residential overnight and accommodation <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		
Staffing arrangements (inc. any additional training or staff required) <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		
Travel and transport <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		

Alternative plans should behaviour become unmanageable:

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Completed:	Date -----	Head of establishment or EVC -----
Signed:	Group leader -----	

Challenging Behaviour Specific Risk Assessment and Risk Management Record

Establishment:

Leader: Joe Bloggs

Date(s) of Visit:

Name of Young Person: AE

Visit to: 'An Outdoor residential centre'

Actions Completed Prior to the Visit:

Date	Action	Notes
	<ul style="list-style-type: none"> Pupil's view elicited in planning for visit. 	Discussion with AE to prepare him for the trip. JB showed him pictures of the site and the activities he would be doing. Agreed a behaviour contract so that he understood the importance of following the behaviour code of conduct and obeying instructions in situations where his safety, or the safety of others, might otherwise be compromised.
	<ul style="list-style-type: none"> Parent/carer involved in decision-making and planning for visit. 	Meeting held with AE's mother who supports this RA. Mum agreed to be contactable and on standby for collection (especially evening and overnight).
	<ul style="list-style-type: none"> Specialist Services consulted (eg SENCO, Behaviour Support etc) 	Discussion meeting with AE and SENCO and Head teacher during lead up to visit. Existing School behaviour management plans referenced, where appropriate used
	<ul style="list-style-type: none"> Other (Please describe) 	During pre-visit, a safe space was identified for AE. Two staff will (JG and SL) will share 1:1 responsibility (am and pm).

It is expected that any child whose behaviour is challenging may already have an individual behaviour management plan which has been shared with all affected parties eg. Staff. This will already record many of the proactive and reactive strategies designed to reduce the level of risk presented by that child's challenging behaviour. If this information is known to accompanying staff, there is no need to repeat these below.

Use the table overleaf to record any *additional* measures specific to the visit to be implemented to reduce the risks during the visit and record the person responsible for implementing those measures.

Additional Measures: To Be Taken During Visit.

<p>Locations and situations where challenging behaviour is likely to be shown.</p> <ul style="list-style-type: none"> Identify the triggers and or behaviour(s) likely to be challenging – assessing the risk 	<ul style="list-style-type: none"> Control measures (Key Strategies) – reducing the risk 	<p>Staff Responsible for Implementing</p>	<p>Manageable / Unmanageable</p>
<p>Site / venue and its environment</p> <ul style="list-style-type: none"> Activities spread across several buildings over the site. If AE gets angry or frustrated he may seek to leave the site of the activity. 	<ul style="list-style-type: none"> AE will have 1:1 accompanying him (JG and SL), able to recognise triggers and warning signs, safe place agreed when he needs time out. Continue to pursue distraction techniques. 	<p>JG and SL</p>	<p>Manageable</p>
<p>Group / third parties</p> <ul style="list-style-type: none"> Other schools using the site Centre staff unknown to AE AE can antagonise / clash with FS and AG 	<ul style="list-style-type: none"> If required notifying other school visit leads in a sensitive manor at the time to be aware of strategies in place Brief centre staff on AE's needs Activity groups carefully constructed so that AE is away from children that he particularly clashes with. 	<p>JB at pre-visit and as required on visit</p>	<p>Manageable</p>
<p>Activities including downtime</p> <ul style="list-style-type: none"> Adventurous activities, may not want to follow the rules Lack of engagement in activity Evening downtime – boredom, tiredness and misbehaviour 	<ul style="list-style-type: none"> Staff to make ongoing risk assessments throughout and remove AE from activities if not following rules or deemed to be a risk to himself or others. If AE is struggling to engage in an activity he will be given the option to sit out if needed to talk through the problems and have a cooling off period. Constant encouragement and assistance from staff. If behaviour continues, remove AE from the session and reconsider plans for the rest of the week. Extreme behaviour will result in AE being driven back to school or home. Take pack of calm activities: whiteboard and pen, Lego, colouring and felt tip pens, IPAD available with downloaded content available for time out downtime activities. If AE absconds, staff will contact school for support and to take any appropriate action. 	<p>JG and SL (primarily) and JB</p>	<p>Manageable</p>

Locations and situations where challenging behaviour is likely to be shown. <ul style="list-style-type: none"> Identify the triggers and or behaviour(s) likely to be challenging – assessing the risk 	<ul style="list-style-type: none"> Control measures (Key Strategies) – reducing the risk 	Staff Responsible for Implementing	Manageable / Unmanageable
Residential overnight and accommodation <ul style="list-style-type: none"> Change in routine - unfamiliar place, sleeping away from home etc. 	<ul style="list-style-type: none"> All pupil rooms will be located on the same floor and adjacent to staff accommodation. Ensure AE knows where the adults are located at night. Ensure AE is clear about not being allowed into other children's rooms. After lights out staff will monitor the corridors and deal appropriately with any concerns. Specific doors have alarms on them 	JG and SL (primarily) and JB	Manageable
Staffing arrangements (inc. any additional training or staff required) <ul style="list-style-type: none"> 2 staff allocated to AE as 1:1 – tiring. 	<ul style="list-style-type: none"> JG and SL will have allocated timetable of sessions to support AE to allow each to have non-contact time with him. Fully charged mobile phones are always carried should it be necessary to call for help. 	JG and SL	Manageable
Travel and transport <ul style="list-style-type: none"> Mini bus 	<ul style="list-style-type: none"> Ensure AE keeps seat belt on for the full duration of the journey. Staff member to sit adjacent. 	JG	Manageable

Alternative plans should behaviour become unmanageable:

- In the event of behavioural incidents, staff are to assess and take action that is appropriate and proportional to the incident. This may include invoking support from school or outside agencies.
- If necessary, AE will return to school or home early. Mum will be contacted and arrangements made for him to return home.
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Completed:	Date -----	Head of establishment or EVC -----
Signed:	Group leader -----	