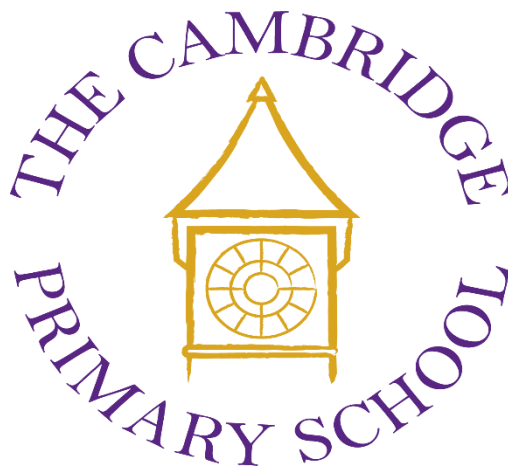


**THE CAMBRIDGE PRIMARY SCHOOL**

***'Inspiring Minds Together'***

**OFF-SITE EDUCATIONAL VISITS POLICY**

**2023**



<b>Date of Approval:</b>	March 2023
<b>Date of Next Review:</b>	March 2024

## The Cambridge Primary School

### Off-Site Educational Visits Policy

#### 1. Introduction

At The Cambridge Primary School, our curriculum is designed and evolving to reflect the needs of our school and its community. This is with the aim of achieving our vision and ensuring the children of The Cambridge have a wide range of experiences that prepare them for life beyond school. Educational visits and off-site experiences are considered part of our curriculum. This includes the ‘hidden curriculum’ or the unwritten, unofficial, and often unintended lessons, values, and perspectives that children learn in school. They enrich and enhance every child’s on-site learning and are an integral part of *‘inspiring minds together’*.

For the purpose of this policy, an educational visit must have a clearly defined educational purpose and can be seen as any aspect of a child’s education that takes place off the main school site. This encompasses residential activities, environmental studies, sports, physical and cultural activities and adventurous activities to develop their awareness of the local and wider area.

The purpose of these activities are to:

<ul style="list-style-type: none"> <li>• broaden horizons</li> <li>• be fun</li> <li>• increase self-esteem</li> <li>• facilitate decision-making</li> <li>• develop relationship building</li> <li>• facilitate risk taking</li> <li>• enable a greater understanding of risk to be achieved</li> <li>• experience new cultures</li> <li>• raise aspirations</li> <li>• take personal and collective responsibility for actions</li> <li>• inspire and provide motivation</li> <li>• support inclusion</li> <li>• enable pupils to have a chance to share</li> </ul>	<ul style="list-style-type: none"> <li>• inspire lifelong leisure activities</li> <li>• develop creativity</li> <li>• develop children’s cultural capital</li> <li>• develop independence</li> <li>• support citizens</li> <li>• provide hands on, ‘real’ life learning with links to future careers</li> <li>• facilitate team building</li> <li>• build on successes</li> <li>• learn to cope with failure</li> <li>• live and work with others</li> <li>• bring the curriculum alive</li> <li>• catch those magic moments – creating memories for life</li> </ul>
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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 and accessible to all pupils regardless of social background, race, gender or differences in ability.

The value of off-site educational visits is recognised by the Local Advisory Committee and fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off-site educational visits must be well managed, information communicated and responsibilities recognised.

This policy outlines the specific policies and procedures for our school. It is written in line with the advice and guidance set out in [The Outdoor Education Advisers' Panel](#) (OEAP) and [Department for Education](#) (DfE).

The organisation of an educational visit is crucial to its success. The safety of our children and staff is always the overriding priority. With rigorous organisation and control, the visit should provide a rich learning experience for the children. The purpose of this policy is to clarify the roles, responsibilities and procedures for all concerned when organising an educational visit.

## **2. Roles and Responsibilities**

The Headteacher is delegated by the Local Advisory Committee to approve all off-site educational visits of a perceived low risk, local, daily or regular nature. The Headteacher will sign off all risk assessments. When the Headteacher authorises a visit, they are confirming that the visit complies with school and local authority policy, and that in their opinion the visit leader and any accompanying staff are competent to supervise the visit. Final approval is delegated to the Headteacher for all visits.

The Educational Visits Co-ordinator (Sue Tancock - EVC) ensures that all off-site activities follow the correct procedures. The person with these responsibilities will support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and will approve the visit leader for every visit and monitor the written risk assessments to ensure good practice. The EVC will sign off each risk assessment prior to the final signing off by the Headteacher. The EVC must ensure that a policy is in place for educational and off-site visits, and that this is updated as necessary.

The Visit Leader has overall responsibility for managing the visit, including for the health and safety of the Participants and Visit Leadership Team and the supervision, welfare, learning and development of the Participants. They are also responsible for identifying the purpose of the visit. The Visit Leader is responsible for the overall supervision of the visit. A risk assessment is necessary for all off-site visits. The Visit Leader is responsible for ensuring a pre-visit is carried out and that a Risk Assessment is completed and approved by the Educational Visits Coordinator and Headteacher at least 2 weeks in advance of the visit, for residential trips this should be at least 6 weeks. The Risk Assessment will include the ratio of adult to children supervision and the number of first aiders or appointed persons needed. The Visit Leader will brief all staff and helpers involved in the visit who will be given a copy of the Risk Assessment. They will ensure the children are suitably briefed on safety and behavioural expectations. The Visit Leader is responsible for ensuring all necessary items, including a mobile phone, first aid kit and pupil medication are taken on the visit.

An ECT cannot be named as a visit leader.

The Local Advisory Committee ensures appropriate procedures, risk assessments, and control measures are in place and that the documented guidance notes are being followed.

The Class teacher(s) (one of whom is the Visit Leader) is responsible for identifying the purpose of the visit. They liaise with the venue and administrative staff to arrange the visit (if necessary), and follow the checklist (below). A risk assessment is necessary for all off-site visits.

**The role of the Visit Leader**

It is the Visit Leader's responsibility to:

- Liaise with the venue and administration staff for availability, costing and transport at least a term in advance;
- Check outside organisations meet nationally recognised standards if they are providing activities. They should hold the Learning Outside the Classroom Quality Badge;
- Complete an Educational Visit Trip Proposal (Appendix-Form A) and submit to the Headteacher for approval;
- Liaise with administration staff for booking and lunch arrangements (if necessary);
- Inform parents where necessary (letter, email, Google form permissions, payment);
- Undertake a pre-visit where necessary;
- Complete the risk assessment within the stated timescale and submit to the EVC for approval;
- Undertake and complete the planning and preparation of the visit including Appendix-Form B (venue address and contact details, groups list, medical details, itinerary);
- Ensure all dietary and medical factors have been taken into consideration;
- Liaise with the DSL/ DDSL to discuss any relevant safeguarding needs of the children taking part;
- Liaise with all group members via a briefing (staff and other adults), ensuring they understand the risk assessment and safeguarding protocols;
- Ensure that the children understand their responsibilities through a pre-trip talk;
- Ensure the Head/ EVC/ School Office has Appendix-Form B (staff and parents contact details remain at school) and Form C (risk assessment);
- Ensure all adults have Form B, Form C (the risk assessment) and any other information for the visit (maps etc);
- Ensure a mobile phone, pupil medication, First Aid kit, bucket and spare uniform is taken;
- Make contact with the appropriate personnel once at site, so that in case of an emergency, they know who to address information to;
- Regularly check that the entire group is present using register;
- Consistently monitor risk to manage safety and curtail the visit or stop the activity if the risk to Health and Safety of any participant reaches an unacceptable level;
- Inform the school on arrival and when leaving the venue. If there are any delays, parents will be informed via the emergency list or e-mail.

**Other members of the group involved in the visit must:**

- Attend a pre-trip briefing, understand the purpose of the visit, read and understand the risk assessment;
- Carry Appendix-Form B, the risk assessment and any other information for the visit (maps etc);
- Do their best to ensure the health and safety of everyone in the group;
- Care for each individual as any reasonable parent would;
- Regularly check that their entire group is present;
- Follow the instructions of the Group Leader and help with managing the group;
- Consider stopping the visit or activity if they think the risk to the health and safety of the children in their charge is unacceptable;
- Have the means to contact the group leader/other supervisors if needing help but do not use a mobile for any other reason;

- Clearly understand in an emergency they do not contact anyone from school including parents, or the speak to the media;
- Have appropriate access to first aid.

Parents or carers should make an informed decision on whether their child should participate in the visit based on the information provided by the school. They should prepare their child sufficiently, including reinforcing the appropriate code of conduct. Parents or carers should ensure they provide and update emergency contact detail, sign the consent form (if applicable) and provide the school with any extra information, e.g. medical requirements, which may affect their child's participation in the visit or activity.

### **3. Guidance Notes for Off-Site Educational Visits**

To ensure proper good practice and compliance with the necessary regulations it is expected that:

All visit leaders will familiarise themselves with the [OEAP National Guidance](#), published advice and guidance.

In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits such as games matches also need to be planned ahead. It may be possible to approve a series of events on a termly basis, for example swimming. No financial commitment should be agreed until all relevant approvals have been achieved.

Those pupils who do not take part in off-site residential trips are offered a similar experience, where possible, within the school grounds and local area. This supports our fully inclusive policy at The Cambridge Primary School.

### **4. Inclusion**

We want all children to benefit from our educational visits. Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. The Cambridge Primary School believes that educational visits should be made available to all pupils, including those with educational, physical, medical or behavioural needs.

How can children's individual needs be accommodated?

The class teachers, EVC, DSL and SENCO (where necessary), review the list of participating pupils. Consideration will be given to what reasonable adjustments need to be made to enable all pupils to participate fully and safely on school trips, visits and sporting activities. Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that all pupils are included and the visit is a safe and enjoyable experience for all.

A member of the Senior Leadership Team will make any necessary communication with parents/carers regarding the ability of a pupil to participate in a trip and other staff should not discuss this directly with pupils or parents/carers.

## 5. Safeguarding

The school's safeguarding procedures are followed on educational visits.

Additional measures to safeguard the children:

- the Visit Leader will meet with the DSL/ DDSL to share the list of children taking part in the trip so any safeguarding needs can be highlighted
- a DSL/ DDSL will always attend residential trips
- all adults within the adult to child ratios will be school staff with an enhanced DBS check with barred list check as part of their recruitment process. Any additional 'one off' volunteers will always be in the company of a member of school staff and will never be unsupervised with the children. This will be referenced on the risk assessment and appropriate control measures will be taken. Additional adults will be made aware of what to do if they are concerned about a child or another adult in the trip briefing.
- if an outside organisation is providing an activity for an educational visit, only organizations awarded the Learning Outside the Classroom Quality Badge will be used. This will ensure they meet nationally recognised standards of safety and liability insurance. This includes having a clear and robust safeguarding and child protection policy that staff comply with and confirms all eligible staff are subject to the appropriate criminal record check.

## 6. Behaviour

What are the expectations of behaviour on a school visit?

The school behaviour policy will be reinforced on all school visits. Clear boundaries and high expectations will be set. However, should an incident of unacceptable behaviour occur during the visit, and the Group Leader perceives it as putting the individual, other children or adult helpers at a high level of risk, the parents/guardians will be contacted to arrange collection of their child. Should the parents/guardians be uncontactable or unable to collect their child, school will be contacted and an alternative arrangement will be made.

## 7. Planning-Risk Management

What we record and how

All trips will contain a completed risk assessment. 'Risk assessment' is a process, and not a document. HSE legislation dictates that the significant findings of the risk assessment process must be recorded, but it does not state any particular format for this. The 'significant findings' are a combination of the identified issues and what is being done about them. As there is no legal requirement to document the findings of the risk assessment process in any particular format, it is up to the school and visit leadership team to decide what format works best and will be most useful for them. See the risk assessment document within this policy (Appendix-Form C).

It is not possible (nor is it desirable) to eliminate all risks, but these should be reduced to an acceptable or tolerable level. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. An activity should only take place if, in the professional judgement of the leader, the residual risk following implementation of any control measures is deemed to be acceptable.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, will become more 'risk aware' and hence at less risk. This will be

undertaken, where appropriate, however, as a minimum all participants will have the risk assessment talked through and explained to them prior to the trip/activity.

### **8. Safety during the visit and ongoing risk management**

The value of off-site educational visits is well recognised by our Local Advisory Committee and therefore fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off-site educational visits must be well managed, information communicated and responsibilities recognised.

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be re-emphasised as appropriate during the visit. The on-going monitoring of all aspects of the visit by the leader and other staff is the single most important aspect in the risk management of visits, and hence safety. This also contributes towards enjoyment and learning. Where appropriate, activities must be modified or curtailed to suit changed or changing circumstances, for example: an over-busy lunch area, rain, rising water levels, etc. This is primarily the responsibility of the Visit Leader, in consultation with other staff where appropriate. Following the visit, the visit leader should review the risk assessment, report any significant issues to the EVC and record as a note on the risk assessment for both reference and to inform future visits.

### **9. Parent/ Carer Consent**

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school as most of these activities take place during school hours and are a normal part of a child's education at school. However, as is good practice, we inform parents of these activities. Written consent is always requested for activities that need a higher level of risk management, for example trips requiring transport, residential trips, those trips including 'adventurous activities', or those that take place outside school hours. Parents are informed of these activities in advance and given the opportunity to withdraw their child from any particular visit or activity covered by the form. The school ensures that changes to parent / carer contact details and child medical details are up-to-date. Group leaders have access to children's emergency contact details, which remain at school.

Organised swimming lessons, for example as taken as part of the PE National Curriculum, are not considered adventurous and therefore, do not require additional parent consent.

Following the trip and on return the Group Leader must evaluate and update the risk assessment before sharing with the EVC. A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessments undertaken.

Risk Assessment forms should be completed and given to the EVC. External providers will have their own risk assessment documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally required. (See the LA guidance or [www.aala.org.uk](http://www.aala.org.uk)) If this is the case, their licence number need only be quoted instead of actually requiring their documents.

### **10. Staffing and Supervision**

On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Headteacher. The Statutory Framework for the Early Years Foundation Stage no longer differentiates

between outings and on-site settings as regards minimum specified ratios. For all other visits the Visit Leader, EVC and Headteacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- The type, level, and duration of activity.
- The nature / requirements of individuals within the group, including those with additional needs.
- The experience and competence of staff.
- The venue, time of year and prevailing/predicted conditions, if applicable.

A visit must not go ahead where either the Visit Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

The appropriate ratio on an outing always consists of school staff. It is likely to be lower than the legal minimum that applies otherwise (for children aged three and over in early year's settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools).

A DSL will always attend residential trips.

There should always be enough adults to cope effectively with an emergency. When visits involve activities with a higher risk, supervision ratios are set accordingly.

These are the ratios that the school follows based on the Department for Education and Skills guidelines for levels of supervision:

Reception	1:4
Key Stage 1	1:6
Key Stage 2	1:10

It may at times be appropriate for a ratio of 1:1 to be necessary.

There will be a minimum of 2 adults on every trip.

In addition to the teacher in charge, there should 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.

### **11. Volunteers**

All adults included in the adult to child ratios, will be taken from the staff and therefore have an enhanced DBS check with barred list check as part of their recruitment process. Any additional 'one off' volunteers will not be considered as part of the ratios. They will always be in the company of a member of school staff and will never be unsupervised with the children. This will be referenced on the risk assessment and appropriate control measures will be taken.



## **12. First Aid**

For all visits, there should be a responsible adult with a good working knowledge of first aid appropriate to the environment. At least 2 members of staff will have undertaken First Aid training provided by the school within the last 3 years. For Reception, at least one member of staff on the visit should hold a current Paediatric First Aid certificate.

A first aid kit appropriate to the visit will be carried by staff on the trip.

## **13. Insurance**

The school has appropriate insurance through the Risk Protection Arrangement (RPA) from the DfE.

## **14. Transport**

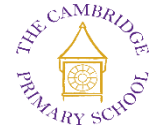
Trips will always use LA approved coach companies.

Rarely, a private car (staff) may be used to transport young people. If this occurs then it must be approved by the Headteacher, and the individual staff member must hold the appropriate business insurance cover on their vehicle, a copy of which is held by the School Business Manager. If a parent chooses to allow their child to be transported by another parent (for example to a local sports match) then they do so at their own arrangement and risk.

## **15. Covid- 19**

- Staff will check prior to visiting that locations are not in areas of high risk (including active cases)
- Staff must take the current advice and guidance from government about COVID-19 into account. (latest updates from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1040827/Schools\\_COVID-19\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040827/Schools_COVID-19_operational_guidance.pdf))
- Children and staff must wash hands often with soap and water, or use alcohol sanitiser if handwashing facilities are not available.
- Staff and children must cover coughs or sneezes with a tissue, then throw the tissue in a bin. See [Catch it, Bin it, Kill it](#)

## Appendix

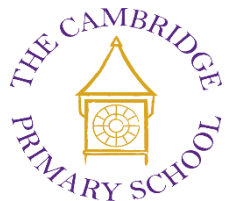
Form A: Educational Visit Trip Proposal

<b>Year Group</b>	
<b>Group Leader</b>	
<b>Venue</b>	
<b>Dates &amp; times</b>	
<b>Educational purpose (Aims and intentions)</b> to include cross curricular links	
<b>Activities</b>	
<b>Adult support required</b>	
<b>Proposed costings for venue</b>	
<b>Proposed costings for transport (if applicable)</b>	
<b>Proposed costing per child</b>	
<b>Accessibility (reasonable adjustments considered)</b>	
<b>Any other details</b>	



**Form B: Visit information and Itinerary**

<b><u>Visit information Trip title and date</u></b>					
<b>adult group lead name</b>	<b>adult group lead</b>	<b>adult group lead</b>	<b>adult group lead</b>	<b>adult group lead</b>	<b>adult group lead</b>
<b>Additional adults (non-staff) DBS check No DBS check</b>					
Children's first names					
*Medical details (e.g. inhaler, procedures etc)					
<b><u>Venue Contact :</u></b>			<b><u>Venue Address:</u></b>		
<b><u>Contact Number:</u></b>					



### Form C: Risk Assessment

Headteacher: Mrs Sarah Kennedy  
 The Cambridge Primary School, Queen's Avenue, Wellesley, Aldershot, Hampshire. GU11 4AA  
 Main Office: 01252 314884

<b>Risk Assessment for: year group</b>		<b>Date of trip:</b>	
<b>Name: of trip: (e.g. venue)</b>		<b>Organisation address and contact details:</b>	
<b>Assessment undertaken date:</b>	<b>Signed:</b>	<b>Date checked by EVC:</b>	<b>Signed:</b>
<b>Date reviewed:</b>	<b>Signed: (to include EVC)</b>		<b>Duty Officer:</b>
<b>Visit Leader: Contact:</b>	<b>Adult: child group ratios:</b>	<b>Named staff on trip (* first aid within the last 3 years):</b>	<b>Named (non-staff) on trip not included in ratio: identify by highlighting if no DBS held</b>
<b>Deputy Visit Leader: Contact:</b>			
<b>One off helpers/volunteers who have not gone through a DBS check will NOT be left alone with children or take them to the toilet.</b>			
<b>School phoned 01252 314884 on arrival at venue and prior to leaving</b>			
<b>In the event of an emergency please note that <u>no-one</u> is to text or use mobiles to contact other parents. The school has set procedures that need to be followed in the event of an emergency. The Visit Leader will communicate to the school and the duty officer will assess the situation and inform accordingly.</b>			

Hazards	Who is at risk?	Control Measures	Reviewed