



Tibberton CE First School and Hindlip CE First School Policy for Educational Visits (EV)



Policy reviewed:	Summer 2020
Adopted by Governing Body:	Summer 2020
Policy to be reviewed:	Summer 2022

Governor responsible for Health & Safety: Mr J. Porter
EVC: Mr A. Gromski at Tibberton / Mrs K. Herbert at Hindlip
Executive Headteacher: Mr A. Gromski
Worcestershire County Council named contact: Rachel Whitley

***'Whatever you do, work at it with all your heart.'* Colossians 3:23**

Purpose and value of Educational Visits: As a Church of England First School we are committed to providing an education that enables every person to flourish and live out 'life in all its fullness'. We want our children to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life. Learning outside the classroom is a vital part of children's learning and development, providing the children with the wider experiences they need to develop in this widest sense. It is a vital element of broad, balanced and inclusive curriculum to reflect these aims. School visits should be memorable, enjoyable and fulfilling.

The Policy and Legal responsibility: This policy is part of the schools legal responsibility in providing a duty of care to our pupils and staff and our duty to follow Worcestershire County Council's health and safety guidance for school visits. **It should be used in partnership with OEAP Employer Guidance at www.oeap.info and with current advice at www.lotc.org.uk/.** This policy is familiar to all members of staff and should also be viewed alongside the schools policies for health and safety. The employer retains overall responsibility for health, safety and welfare.

Role of the Educational Visits Co-ordinator (EVC): In the absence of an EVC the responsibilities and function of the EVC remain with the Headteacher.

The EVC will:

- Have attended the Worcestershire Educational Visit Coordinator Training;
- Ensure induction and training for staff, ensuring all visit leaders have attended Worcestershire Visit Leader training;
- Monitor the purpose of visits;
- Support the headteacher / governing body with visit approval and decisions
- Ensure outdoor learning activities are led by staff meeting who are competent and confident;
- Ensure volunteer adults are vetted and those with significant unsupervised access are subject to full DBS checks;
- Be the principal contact with the LA over visits planned by the school;
- Confirm that the leadership of visits is competent and to check staff qualifications, including accompanying staff and volunteers;
- Confirm that where appropriate risk management planning (including risk-benefit assessments) and preliminary visits have been completed by visit leaders and given sufficient consideration;
- Ensure medical and first aid arrangements are addressed;
- Monitor and review the programme of visits and the schools educational visits policy;
- Monitor emergency procedures and provide Leaders with an Emergency Procedures Checklist;
- Make EVOLVE submissions for adventurous and residential visits or visits over 50 miles away.

Role of the Governors - The governing body should:

- Ensure that the plans for visits comply with statutory regulations and guidelines, including the school's health and safety policy documentation;
- Ensure the duty of care is discharged (following policy set down by employer guidance and **OEAP EG** guidance);
- Support adjudication of parental complaints;
- Assess proposals for certain types of visit, which should include visits involving an overnight stay or travel outside the UK, and ensure submission of these proposals to the LA if appropriate (via the **EVOLVE** system).

Role of the Visit Leader - They must be familiar with the schools policies to be followed off-site. They will be **competent**, with appropriate experience and qualifications. NB: *Overarching duty of care remains with establishment leaders, even when partial responsibility is shared with a provider.* It is the duty of the visit leader to:

- Risk manage the visit and venue and undertake a preliminary visit if appropriate;
- Keep the EVC informed at each stage of the planning process;
- Involve young people in these processes, wherever appropriate;
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, and appoint a deputy;
- Share details of 24/7 emergency contacts and emergency arrangements with key staff and providers where appropriate;

- Obtain parental consent forms (where required), medical details and contact details and share these with relevant staff and providers;
- Ensure if accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management;
- Address Child protection issues including DBS checks and processes where appropriate;
- Disseminated relevant information to supporting staff;
- Ensure access to first aid at an appropriate level;
- Provide relevant information to parents and young people and arrange pre-visit information meetings where appropriate;
- Brief staff and other supervisors on: The nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities, the nature and location of the activity;
- Ensure the visit is effectively supervised – are staffing ratios appropriate for the activity?
- The leader will know of relevant medical and other relevant needs of group members, including staff;
- Complete post visit evaluations.

Vetting and DBS Checks: Worcestershire employees who work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo a DBS check as part of their recruitment process. For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Approval and Notification of Visits and Provider Assurances:

We must notify the authority of visits and activities falling within any one of the triggers set out below:

- Involves a journey more than 50 miles away from base;
- Involves a residential or overnight stay;
- Involves the provision of an adventurous activity.

The above notification procedure requires the submission of an “EVOLVE” form at least 6 weeks prior to departure.

Providers should hold some form of national accreditation. E.g. The LOtC Quality badge, AALS licensing, adventure mark, NGB approval. Worcestershire policy is that where a provider holds such one of the above accreditations there should be no further need to seek assurances.

Risk Management: *All visits*, beyond those which form part of the regular school day (e.g. swimming), leaving school grounds must have completed risk benefit assessments signed by the EVC / Headteacher. Worcestershire Risk-benefit assessments must be produced: on one side a LA generic risk assessment, on the other a matrix for recording a venue/activity/group specific risk assessment following the generic prompts. Examples are available in the EV portfolio on the shared drive at both schools. Pupils are made aware of expectations and needed equipment in advance of visits. **Pupils who are unable to maintain an acceptable ‘safe’ code of conduct within school will not be eligible to participate on school visits.** Preliminary visits should be undertaken to new venues. Staff may claim fuel costs. Copies of completed risk assessments will be placed in the EV portfolio.

Transport

- The school uses certified and established coach companies.
- Staff will not transport children in their private vehicles unless they are fully insured for this purpose (business insurance).

Supervision/ratios

These ratios are a *general* guide;

- 1 adult to six pupils in years 1 to 3 (under 5s need a higher ratio);
- 1 adult for every 10-15 pupils in years 4 to 6.

Emergency procedures and critical incident support

A basic first aid kit must accompany any trip that leaves school premises. Staff will follow school first aid policy. Accidents and incidents will be recorded and reviewed to identify learning points. Leaders will follow the action points below and will have a mobile phone. Outside school times an emergency school contact will be allocated (such as the Headteacher). Parental consent forms will be held by the school office. *All children are offered additional insurance on an annual basis.*

Support in the event of an incident is available from the LA Visit Emergency contact, see below.

Guidance- OEAP Hierarchy of visit problems:

Incident – can be dealt with by the Visit Leader on the spot.

Emergency – Needs referral to the emergency contact

Critical Incident – Needs support of a visit emergency management team.

Major Incident – Declared by UK Police or foreign office.

Appendix 1 - Coronavirus

Guidance taken from the OEAP 6.6.20 see OEAP website for most up to date guidance

This appendix provides guidance for planning and managing outdoor learning, offsite visits and learning outside the classroom during the Coronavirus (COVID-19) pandemic. It must be read within the context of current government guidance, which is likely to change as the situation develops. The guidance is focused on schools, it is also intended to be applicable to other establishments such as children's homes. You must also follow any guidance issued by your employer.

Government Guidance

It is essential that current government guidance is followed. It should therefore be monitored for any changes. The latest UK 06.06.20 government advice and information is available at: www.gov.uk/coronavirus The Department for Education (DfE) has issued a range of guidance for teachers, school leaders, carers, parents and students at: www.gov.uk/coronavirus/education-and-childcare This includes guidance about implementing protective measures at: www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings and guidance about safe working at: www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care DfE has also issued specific travel advice for educational settings: www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings Equivalent Welsh government guidance is available at: <https://gov.wales/coronavirus> <https://gov.wales/education-coronavirus> <https://gov.wales/coronavirus-travel-guidance-education-settings-and-students>

Outdoor Learning and Off-Site Visits during the Pandemic

Learning outdoors has many educational and health benefits. During the pandemic, it also provides opportunities for 'social distancing' and fresh air, and so establishments should consider how they can maximise the amount of time that children and young people spend outdoors. Current government travel guidance for educational settings advises against all overseas and domestic visits for children under 18. Government advice is also to avoid public transport and unnecessary journeys. It is therefore not advisable to use venues which involve travel. However, in addition to using their own playgrounds and gardens, many schools routinely use outdoor areas adjacent to and nearby the school for educational activities, sometimes designated as a 'Local Learning Area'. It should be possible to continue to use most venues that are in walking distance, within current limitations. It might also be possible to negotiate temporary exclusive use of an outdoor area close to an establishment, with the landowner.

Establishments should use their judgement, informed by government guidance about protective measures and safe working during the pandemic, to decide what is appropriate in their particular circumstances. In making this decision, it is helpful to consider the 'SAGE' variables (Staff, Activity, Group, Environment) - see document 1b "Foundations".

There are many ideas and resources for activities available online, for example: • Council for Learning Outside the Classroom www.lotc.org.uk/resources/education-resources • Learning Through Landscapes www.ltl.org.uk/free-resources • National Trust www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11--activity-list During the pandemic, many venues such as theatres, art galleries and museums are closed to the public. If there are any within walking distance of the establishment, it might be possible to arrange for them to be used as venues for teaching and learning with appropriate preparation.

Planning and Managing Activities during the Pandemic

The following guidance for planning and managing activities is specific to operating during the COVID-19 pandemic. You should also be familiar with other National Guidance documents relevant to your role, as the normal principles of good practice still apply. You should review your standard operating procedures to ensure that they include the measures that you need to take to reduce the risks from COVID-19. It is particularly important to follow government

guidance about 'social distancing', group sizes, personal protective equipment and hygiene, whether indoors or outdoors, on-site or off-site.

You should consider avoiding activities which have a high likelihood of minor injuries, so as to reduce the need for first aid, close contact with participants, or visits to hospital. If the planned activity is in an area open to the public, you should consider carefully how you will ensure that your group is isolated from the public. This includes isolation from children who normally attend the establishment, or other local establishments, but are currently not doing so and who may therefore be attracted to your group and be disruptive. Venues should therefore be selected to minimise any possible interaction with the public, including children not at school.

The same attention should be given to hygiene when outdoors as when indoors. For example:

- Regularly washing/sanitising hands including when going outside, before and after touching shared objects such as activity equipment, before eating, after using the toilet, when getting on or off transport such as a minibus, when returning inside;
- Avoiding touching objects shared by the public – for example, a member of staff could hold a gate open to avoid everyone touching it;
- Avoiding activities which involve touching each other (e.g. holding hands);
- Sanitising equipment before it is used. Consider carrying, or having easily available, antiseptic hand gel, antiseptic wipes, tissues, bags for waste, gloves and face masks and possibly disposable aprons and eye protection, in case staff need to administer first aid or give direct support or personal care to a participant. Be aware that antiseptic hand gel usually contains a high proportion of alcohol, and could therefore be a temptation for abuse by some young people. It should be used under close staff supervision.

During some activities, it may be possible to designate or mark out 'zones' within which individual participants work, to avoid contact between them. It is important to keep parents informed about your plans and the precautions you are taking, both indoors and outdoors, as they will naturally be concerned. Some schools may be working with staff and children who normally attend other schools, where policies, procedures and expectations are different, and so it may be necessary to establish a common understanding with staff, parents and children. Where staff are working with children with whom they are unfamiliar, or in an unfamiliar establishment and local area, they should take this into account when planning activities.

Future Visits Restrictions on visits could continue for a significant time, and so it would be unwise to make any definite plans until it is known when they will be relaxed. When the time comes to make such plans, you should take the current government guidance into account as part of your process of risk assessment, and then check it regularly in the days and weeks leading up to the visit, and during a residential visit, and make any changes necessary to your plans. Parents and participants may naturally be concerned, so you should discuss their concerns with them and keep them informed about the situation and how you plan to mitigate any risks. If you plan to visit a venue such as a museum or gallery, or to attend a public event such as a concert or sporting fixture, or to stay in accommodation such as a hostel or hotel, or if you are using a tour operator or activity provider, discuss the potential effects of COVID-19 with them at the time of booking, and keep in touch with them during the run-up to the visit. If you make any bookings or financial commitments, you should clarify how the terms and conditions will apply if you, or the provider, have to cancel, or are prevented from going ahead because of COVID-19 or its effects. You should also ensure that parents are clear about any financial consequences of cancellation. See document 3.2i "Contracts and Waivers". If the visit involves any significant financial commitments, such as travel or accommodation, you should discuss the potential effects of COVID-19 with your travel insurance provider. For example, will the insurance cover the cost of cancellation, curtailment or delay due to changes in government guidance or virus control measures (such as members of the group being isolated at home or in a hotel and prevented from travelling)? See document 4.4c "Insurance". The Association of British Insurers has published advice on the travel insurance implications of

COVID-19, mainly focused on overseas travel, at: www.abi.org.uk/products-and-issues/topics-and-issues/coronavirus-qa Because of COVID-19, there may be a higher than normal risk of leaders being unable to go on a visit, and so you may need to take this into account when planning the staffing of visits. If you are planning a visit which involves another group (perhaps a group overseas), such as an exchange visit, or if you are planning to host or work with another group (perhaps an overseas group visiting the UK), you should keep in contact with them and be aware that they might need to change or cancel the arrangement.

Future Overseas Visits See also document 7r "Overseas Visits". You should monitor the government's foreign travel advice for any country you plan to travel to or through: www.gov.uk/foreign-travel-advice Liaise closely with your travel provider about the situation in the country that you are planning to visit and consider the alternatives and options should that visit no longer be able to proceed. Specific advice for people travelling overseas during the pandemic, and on protecting themselves on their return, is at: www.gov.uk/guidance/travel-advice-novel-coronavirus The advice given above about insurance is particularly important for overseas visits. The Association of British Travel Agents (ABTA) has published guidance about travelling overseas at: www.abta.com/news/coronavirus-outbreak

Emergency Procedures Checklist

Action		Action Taken
Establish the nature and extent of the incident and location		
If an injury – assess injury (preferably by first aider)		
1. Contact emergency services (ideally done by a second adult) 2. Contact School office / Headteacher / designated contact (ideally done by a second adult) They will then inform LA if a serious incident Headteacher and School administrator to oversee situation from school – <ul style="list-style-type: none"> • Confirm hospital details • Inform Chair of Governors and relevant parties. • Make arrangements for return of group to base or home • Contact place of visit and inform them of the situation • Obtain a police report • Obtain insurance information 		
Ensure all other members of the group are accounted for		
Ensure all other members are safe from danger and looked after		
LA Visit Emergency contact number	1. 24 hrs	07624 909756

School Offices:

Tibberton – 01905 345284 / Hindlip – 01905 453455

Key Holders:

Executive Head and EVC, Alex Gromski – (Both schools)

EVC, Kirsty Herbert – (Hindlip)

Head of School, Josh Uren – (Hindlip)

Head of School, Rhiannon Jordan –(Tibberton)

Jo Turner – (Tibberton)

Administrator, Michelle Adams – (Tibberton)

Worcestershire Designated Visits Lead:

Rachel Whitley - RWhiteley@worcestershire.gov.uk

WCC Incident and Emergency

24hrs – 07624909756

LOtC Evaluation

School: _____

Visit /Activity Venue/Provider: _____

Date of Visit / Activity: _____

Score the provision of the quality indicators below on a scale of 1 to 5, where:

- 1 is poor
- 2 requires improvement
- 3 is satisfactory
- 4 is good
- 5 is excellent

A high quality LOtC learning experience should demonstrate the indicators in the matrix below. Where appropriate, the indicators should be modified to fit the nature of the visit/activity/experience.

	Indicator	Score
A	Activity designed to have clear learning outcomes that are discussed with the group from the beginning and are regularly revisited throughout the session	
B	Activity is inclusive and shows differentiation to meet the needs of all learners	
C	Activity leader creates a safe and positive learning environment where the level of risk is appropriate to the aims of the session	
D	Group members encouraged to contribute to the discussion of safe practice and risk management	
E	Activity linked to wider curriculum outcomes to enhance transfer of learning	
F	Activity maximises achievement of learning outcomes	
G	All group members play an active part and are fully engaged	
H	A positive, professional and consistent relationship is built between the activity leader and the group	
I	Activity is well-paced and shows progression and clear development of skills, behaviour and knowledge	
J	Group have the opportunity to be creative and apply what they are learning	
K	Group can describe what they are learning (as opposed to what they are doing) and understand how the learning can be applied in later life	
L	Group have the opportunity to reflect and review, achievements are recognised and there is discussion of how the learning can be applied	

Completed by: _____

Dated: _____

Worcestershire County Council

Worcestershire LA Generic Risk Assessment for Off-Site Visit

This generic risk assessment is designed to prime consideration of a simplified Venue/Activity/Group specific Risk Assessment (VAGRA) carried out by the Educational establishment on the reverse side of this form.

ACTIVITY AND ENVIRONMENT _____

<p>1. Significant Hazards and Identification of Risk:</p> <p><i>Those hazards which may result in serious harm or affect several people</i></p>	<p>2. Those who might be harmed:</p>	<p>3. Control Measures:</p> <p><i>Controls, including relevant sources of guidance</i></p>	<p>4. Residual Risk Rating</p> <p><i>Must be "acceptable", otherwise reassess controls</i></p>

Worcestershire County Council

Venue/Activity/Group specific Risk Assessment

This VAGRA Risk Assessment is designed to complete the requirement for a written risk assessment, applying the LEA generic risk assessment to the specific requirements of the user.

SCHOOL/ESTABLISHMENT

Specified nature of activity and environment/venue

EDUCATIONAL OBJECTIVES

<p>1. Significant Hazards and Identification of Risks</p> <p><i>See overleaf. Add any significant hazards peculiar to the specified visit/activity or group.</i></p>	<p>2. Those who might be harmed:</p> <p><i>Number and age of student participants.</i></p> <p><i>Number of participating staff.</i></p> <p><i>Any others at risk.</i></p>	<p>3. Control Measures:</p> <p><i>Specific control measures not included in the generic risk assessment overleaf.</i></p>	<p>4. Residual Risk Rating</p> <p><i>Must be</i> <i>"acceptable",</i> <i>otherwise</i> <i>reassess</i> <i>controls</i></p>

Procedure(s) for ongoing risk assessment review (e.g any special briefings?) _____

