



RAVENSDALE JUNIOR SCHOOL

The Governors and staff of Ravensdale Junior School acknowledge the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils.

Under statutory guidance which came into effect on 1st March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet DfES requirements and LEA guidelines.

Our current EVCs are Margaret Lord and Kara Florey.

To enable children and staff to gain a full and enjoyable educational visit it is essential that the following guidelines and policies are adhered to. These guidelines are to be read in conjunction with the detailed Derby City Policy which is available on the school VLE and the Derby City website.

School visits benefit young people in many ways, including:

- being able to apply a different range of skills than those used in the classroom
- enabling, supporting and complementing the work of the National Curriculum, experimental (first hand) and memorable learning
- assessing and managing risks (safety)
- developing latent talents, abilities and interests, which can be motivational and have lifelong relevance.

Approval for Visits

All matters regarding each visit outside school - feasibility, planning, safety, organisation etc - will require the prior approval of the EVC and the Head Teacher.

However, visits which are either:

- overseas
 - residential
 - involving an adventurous activity
 - go anywhere near water e.g. pond dipping or river investigations
- will require the additional approval of the Governing Body and the LEA (Via Evolve) at least a month prior to the visit and 2 months for overseas visits.

The Group Leader should complete the necessary paperwork. It is the Group Leader's responsibility to check that all the necessary paperwork has been completed correctly and given to the EVC before they submit it via EVOLVE for approval.

Planning a Visit

The necessary steps to planning a visit are detailed in the planning checklist that all visit leaders should complete before a visit. At least one member of teaching staff should have taken part in an exploratory visit beforehand.

After the Visit

Once the evaluation has taken place, any accident forms and associated risk assessments should be forwarded to the EVC to be kept on file. Details of the visit and the evaluation form should be kept in a 'Visit's' folder in each year group for future reference. Sporting activity details and evaluations will be kept by the P.E. coordinator. Teachers, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

Governing Body

The Governing body needs

- To ensure that the Head Teacher and the EVC have adhered to the LEA guidelines.
- To ensure that visits are approved as necessary by the LEA before bookings are confirmed
- To agree to all residential visits, trips abroad and those involving outdoor and adventurous activities. In these instances, to ensure that bookings are not completed until external providers have met all the necessary assurances
- To ensure that that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence.
- Ask questions about a visit's educational objectives and how they will be met.
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.
- To review bi-annually the EV policy and procedures including incident and emergency management systems.

Headteacher should ensure that:

- To ensure that the Educational Visit Co-ordinator (EVC) is competent to oversee the co ordination of all off-site education, and support the EVC in attending relevant training courses.
- Visits comply with regulations and guidelines provided by the LEA, schools governing body and the schools own health and safety policy
- The group leader is competent to monitor risks and supervise the trip throughout the visit
- Adequate child protection procedures are in place

- All necessary actions have been completed before the visit takes place
- The risk assessments have been completed and appropriate safety measures are in place
- Group leaders are allowed sufficient time to organise visits properly
- Non teacher helpers on the visit do not supervise children in toilets alone.
- Ratios of staff to pupils are appropriate
- The LEA or governing body has approved the visit if necessary
- Parents have signed consent forms
- Arrangements have been made for the medical and special educational needs of the pupils (see the subheading - Inclusion).
- Adequate first aid provision will be in place
- The mode of transport is appropriate
- Travel times out and back are known in school
- There is adequate and relevant insurance cover
- They have the address and phone number of the visits venue and have a contact name
- A school contact has been nominated and the group leader has the details
- The group leader, helpers and nominated contact have a copy of the agreed emergency procedures
- The group leader, helpers and nominated school contact have the names of all the adults and pupils travelling in the group (including who is on which coach) and the contact details of parents and the teachers and other helpers next of kin.
- There is a contingency plan for any delays including a late return home.

Risk Assessment

Risk assessments for school visits are undertaken on Evolve and have four levels:

1. Generic activity risk assessments, which are likely to apply to the activity whenever it takes place.
2. Visit/site specific risk assessments, which will differ from place to place and group to group. Where possible, electronic copies should be asked for and these should be attached to the document on EVOLVE.
3. Ongoing risk assessments that take account of e.g. illness of staff or pupils, changes of weather, availability of preferred activities.

All generic risk assessment forms are available on EVOLVE.

4. Individual risk assessments for those pupils with health care needs, disabilities or challenging behaviour.

All generic risk assessment forms are available on EVOLVE. Child specific risk assessments are in appendix 4 of this document.

Group leaders should download the relevant paperwork from EVOLVE. If staff need any support completing the risk assessments, they should arrange a meeting with the EVC.

Inclusion

- Any residential or day visits should be planned as far in advance as practically possible so that careful consideration can be given to the inclusion of any pupils with disabilities, health care needs or challenging behaviour. This may include modifications or changes to the planned visit to enable it to be as inclusive as possible. Increased staffing levels may need to be considered, or the parent invited to attend the visit to support their child. However, it must be remembered that the school remains responsible for the child's needs and behaviour, even if the parent is present.
- Teaching staff should be proactive in contacting the parents of any pupils who may need extra support on the visit to arrange a meeting to discuss their needs before any pupils are aware that the visit is taking place. This should be take place as far in advance of the visit as practically possible.
- A detailed risk assessment (appendix 4) should be completed for all pupils with high level needs.
- After consultation with parents, the school may still decide that the visit is unsuitable for the child if they are unable to assure the emotional and physical well-being of the child in question or other members of the group. A parent may also request that their child does not attend a visit. If this is the case, a suitable alternative activity should be provided in school.

Pre-Visits

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit, even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account.

- the number of pupils involved
- the age of the pupils, their sex, ability and general behaviour
- the previous experience of the group undertaking off-site visits
- the time of day and time of year
- the travel arrangements
- the hazards at the environment being visited
- the numbers, experience and quality of staff and volunteers
- the nature of the activities
- the special educational or medical needs of the pupils
- the quality and suitability of available equipment
- seasonal weather conditions
- emergency procedures
- how to cope when a pupil becomes unable or unwilling to carry on
- the need to monitor the risks throughout the visit

Duties and Responsibilities

All staff must:

- Conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils.
- Inform the visit leader if they are unsure of their ability to perform any supervisory function requested of them
- Recognise the limits of their responsibilities and act within those at all times.
- Report to the visit leader any concerns they may have regarding pupil behaviour and well being during the visit.

Greater levels of responsibilities will normally be assigned to teachers than to adult helpers and a higher standard of care is expected of them.

Responsibilities of Nominated Group Leader

Group leaders, who must be a member of the teaching staff, but not an NQT, have a common law duty of care towards the pupils in their charge. Group leaders must recognise their responsibilities:

- Obtain the EVC's prior agreement before any off-site visit
- Follow LA and governing body guidelines
- Appoint a deputy (preferably another teacher)
- Have ownership of the risk assessments
- Pre-visit the site if possible
- Evaluate the trip after the event and forward all paperwork to the EVC to be kept on file.
- Clearly define each helpers role and ensure all tasks have been assigned
- Be able to control and lead pupils of the relevant age group
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place
- Be aware of child protection issues
- Ensure adequate first aid provision is in place
- 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
- Review all undertaken visits/activities and advise EVC where adjustments may be necessary
- Ensure that teachers and helpers are fully aware of what the proposed visit entails
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirm
- Ensure staff pupil ratio is appropriate for the group

Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency

- Ensure all helpers have details of the school contact
- Ensure all helpers have copies of the emergency procedures
- Ensure that all helpers have details of the medical or special needs of the pupils

- Observe the guidance set out for teachers

Teachers

Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.

They should

- Follow the instructions of the group leader and help with control and discipline.
- Follow all risk assessments
- Consider stopping the visit or the activity, notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great

Adult Volunteers

Additional adults on the visit should be clear about their roles and responsibilities during the visit.

They must

- Do their best to ensure the health and safety of everyone in the group
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.
- Adults should have written details of the visit and a copy of relevant risk assessments

Pupils

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks
- Follow the instructions of the leader and other helpers including those at the venue
- Dress and behave sensibly and responsibly
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it

Parents

The group leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions.

The group leader should also tell parents how they could help prepare their child for the visit, e.g. reinforcing the visit's code of conduct.

Parents should also be asked to agree the arrangements for sending a pupil home early and need to understand that they would be expected to pay any costs involved (residential visits only).

Parents will need to:

- Provide the group leader with emergency contact numbers
- Sign the consent form
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

Records and Communications

Reports of any accidents or incidents should also be kept on file by the EVC. Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to educate that child. The refusal of the parent to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.

First Aid

There should be a qualified first aider on every visit.
A first aid kit should be taken on every visit.

Staff/Pupil Ratios

The guidance for these is:

Year 3 = 1 adult to every 8 pupils

Years 4 to 6 = 1 adult to every 10 pupils

These ratios should take into account the needs and abilities of different pupils. There may be some pupils who require 1-1 support.

Where there is more than one teacher on the visit a group leader should be appointed who has the authority over the whole group.

When parents are taken on visits they should be carefully selected. They must be fully briefed before the visit, including reading the risk assessments.

It should also be noted that for the protection of both adults and pupils, all adults should ensure that they are not alone with a pupil whenever possible.

All adults on a visit should clearly understand their roles and responsibilities at all times.

It should always be clear that the teacher is responsible for the group at all times.

Head counts

Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue.

All adults should carry a list of all the pupils and adults involved in the visit.

Pupils, especially FS to year 3, should be easily identifiable.

The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

Insurance

Ravensdale Junior School appropriate Travel Insurance'. The schedule of benefits is held on file, and a copy can be obtained from the school Business Manager on request.

Transport

This should be arranged with a registered transport provider and approved by the EVC. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc. Seatbelts should be worn where possible and at all times on visits which go outside of the city boundary.

Supervision on visits

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult. This is referred to as 'remote supervision'. The decision to allow remote supervision should be based on risk assessment and must take into account such things as:

- prior experience of pupils
- age of pupils
- responsibility of pupils
- competence/experience of staff
- environment/venue

The level of supervision necessary should be considered as part of the risk assessment

- Level of supervision on coaches
- Safety when crossing roads
- Safety of pupils at dropping off points
- Head counts when getting on and leaving transport
- Responsibility for checking seat belts
- The sex of the accompanying adults needs also to be considered, particularly where there is a mixed group of pupils.

Use of cars

This should generally be discouraged but if used, the following should be adhered to

- the car should be roadworthy
- the driver has the appropriate licence
- the driver has the appropriate insurance (including business insurance)
- drivers ensure pupils wear seat belts and sit in booster seats if necessary.
- parents or any other adults should never be in a position where they are left alone in a car with a child
- a central dropping off place is arranged.

Swimming pools

A minimum supervision level of 1 adult to every 10 pupils is recommended.

Only swimming pools run by local authorities and with the appropriate life guards and equipment should be used.

Residential visits

- Staff ratio should be at least 1 member of staff for every 10 pupils.
- There should be a member of staff on standby who is able to join the trip if someone on the trip is needed elsewhere e.g. repatriation
- The text messaging service is used to send information to parents.
- The group should ideally have adjoining rooms with teachers' quarters next to the pupils' rooms - the leader should obtain a floor plan of the rooms reserved for the groups use in advance;
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- The immediate accommodation should be exclusively for the groups use
- There should be appropriate and safe heating and ventilation
- The whole group should be aware of the lay out of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel
- All staff employed at the centre should be checked on their suitability for working with young people
- Locks on doors should work in the groups' rooms but appropriate access should be available to teachers at all times
- There should be drying facilities
- There should be adequate space for storing clothes, luggage, equipment
- There should be adequate lighting
- There should be provision for children with special needs and for those who fall sick
- Balconies should be stable, windows secure where possible, electrical connections safe
- Where possible, pupils should not be lodged on ground floor rooms
- The fire alarm must be audible throughout the whole accommodation
- There should be recreational facilities for the group
- There should be an appropriate number of supervisors on duty during the night
- As soon as possible after arrival, a fire drill should take place

'Plan B'

Despite the most detailed pre-visit planning, things can go wrong on the day, eg parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality. This comprises 'Plan B'

Administration

Details of all visits should be kept on file by the visit co-ordinator.

A check list for carrying out both day and residential visits at Ravensdale is on the 'teacher's area on the portal and forms a useful 'aide memoire' for ensuring that the policy is adhered to. (See appendices)

Appendix 1

Visit Planning Checklist for Residential visit to _____

Group Leader _____

Date of visit _____

Action	Wks before visit	Completed (date)
<i>All information should be kept in an organised folder for the one residential visit.</i>		
Cross reference date with head teacher and book visit. Enter visit in staff diary. (back of it if next academic year).	1 year	
Arrange meetings with any parents of pupils who have significant needs.	1 year	
Book coach (phone numbers are in the office).	10 months	
Plan a budget for the visit which is broken down into centre costs, insurance, travel and supply costs and check with EVC/head /office.	10 months	
Return confirmation of coach booking.	10 months	
Draft an initial interest letter to parents asking for a deposit of £10 (VLE-templates) and have this approved by head teacher.	10-12 months	
Send out letter to parents and a text to remind about final date for acceptance on the visit. (Copy to the office)	6-8 months	
Send a letter to all parents who have confirmed with a plan for staged payments. (3-6 payments) (Copy to the office)	6-8 months	
Remind parents by text when each payment is due and any parents who are behind with payments.	various	
Confirm which staff are going, how remaining children will be organised and book supply needed.	4 months	
Keep a copy of school insurance with your visit paperwork (available in office). Also, a copy of Emergency Procedures'.	12+	
Inform the kitchen if school meals are affected.	8+	
Send out letters requesting consent medical/dietary information and a suggested kit list	5-6	
Appoint another member of staff who can take over as the group leader in case of illness.	5-6	
Prepare/obtain risk assessments and upload details of visit onto Derby City Evolve site.	6-8	
Organise an evening meeting for parents if deemed necessary	4-5	
Send out any letters needed for medicines, including travel sickness tablets.	5-6	
Prepare worksheets/equipment	1-2	
Inform centre of dietary requirements/SEN etc	2-4	
Meet with children going to explain organisation	1	
All staff should be familiar with the emergency procedures to be adopted if an accident happens.	1	
Staff member to be available on morning of visit to take medicines and answer queries from parents.	0	
Complete evaluation form and upload to Evolve.	0-2 later	

Equipment to take on residential visit

1. Visit folder with all returned information, consent and medical forms, emergency procedures, details of activity programme, room allocation, meals etc.
2. Directions/address/phone number of visit venue.
3. Paperwork for staff attending: groups, maps, risk assessment
4. Digital camera (charged!)
5. Mobile phone (ensure office has your correct mobile phone number)
6. Sick bucket with plastic bags and paper towels.
7. Large boxed first aid kit
8. Any child specific medication eg epi-pens / inhalers.
9. If children have made meal choices for first evening, have them written on small pieces of paper, ready to give to each child.
10. Spare cagoule/water bottle.
11. Check all children have picked up all bags before leaving and have been to the toilet.

Other:

Appendix 2

Visit Planning Checklist for Day visit to _____

Group Leader _____

Date of visit _____

Action <i>All details should be kept in the phase/year group visit folder.</i>	Wks before visit	Completed (date)
Cross reference date with staff diary and book visit. Enter visit in staff diary.	8 +	
Arrange to meet any parents of children with significant needs to discuss provision.	8+	
Book coach in conjunction with the EVC.	8 +	
Return confirmation of coach booking.	8 +	
Draft letter to parents (VLE-templates) and have this approved by the EVC and head teacher. Text FSM parents about the discount.	6+	
Keep a copy of school insurance with your visit paperwork (available in office)	4+	
Inform the kitchen if school meals are affected. Free school meals option to parents?	4+	
Send letter out to parents, requesting extra adult help if required. Give a copy to the office.	3-6	
Appoint another member of staff who can take over in case of illness and ensure that there at least 2 extra helpers on the day, in case others have to drop out at the last minute..	3-6	
Prepare/obtain risk assessments and upload details of visit onto Derby City evolve site.	3-6	
Keep a checklist of letters returned and remind forgetful parents by text message.	1-2	
Send out any medical letters needed, including for travel sickness tablets.	1-2	
Prepare worksheets/equipment	1-2	
Prepare information for parents who are helping on the visit eg group lists, including any medical issues that they need to be aware of. Give each parent a copy of the risk assessment/or pass one round the coach to be read.	0-2	
Complete evaluation form and upload to Evolve.	0-2 later	

Equipment to take on day visit

1. Paperwork: children's details, medical forms, emergency procedure information.
2. Directions/address/phone number of visit venue.
3. Paperwork for parents: groups, maps, risk assessment
4. Digital camera (charged!)
5. Mobile phone (ensure office has your correct mobile phone number)
6. Resources eg sports equipment.
7. Sick bucket with plastic bags and paper towels.
8. First aid box.
9. Any child specific medication eg epi-pens / inhalers.
11. Check all children have packed lunch/coat etc before leaving and have been to the toilet.



RAVENSDALE JUNIOR SCHOOL
SCHOOL VISIT POLICY 2017

Signed

Dated