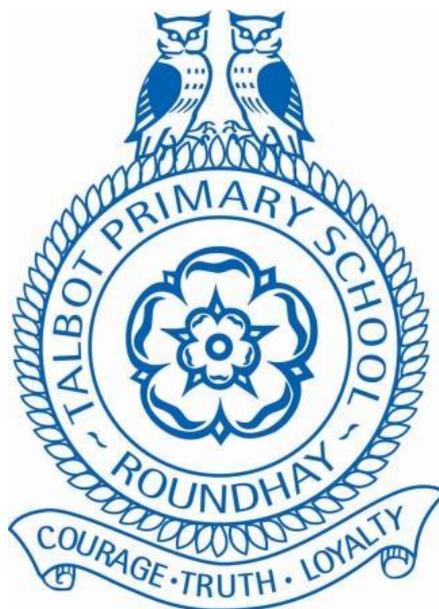


Talbot Primary School



Educational Visits Policy

Reviewed/Revised: November 2024

Next review: November 2027

Office use:

Statutory	-
Web	✓
Staff Notices	✓

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes **Talbot Primary School** a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, *Talbot Primary School*:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance. At Talbot Primary we also take our safeguarding duties seriously. As a result, we are committed to ensuring we retain a culture of vigilance when considering, booking and visiting trips and visits, thereby delivering on our safeguarding duties.

Types of visit

There are three types of visit:

1. Routine local curriculum visits in the locality i.e. swimming.
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are overseas, and/or residential, and/or involve an adventurous activity.

Roles and responsibilities

Responsibility for educational visits rests with the Governing Board and Headteacher. The respective roles of each are outlined within the guidelines below and Policy Handbook for Educational Visits (available on Evolve and OEAP National Guidance web site).

The Local Authority (Leeds City Council Health and Safety Team) is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

The Governing Board's role is that of a 'critical friend'. The Chair of Governors will be the nominated governor for Educational Visits, as outlined in the OEAP National Guidance for Managing Educational Visits at www.oeapng.info. The Chair of Governors may request 'read-only' access to EVOLVE.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the Leeds City Council Health and Safety team for approval, via EVOLVE. The Headteacher will ensure that the supervisors are competent, physically and mentally fit. The Headteacher will report visits planned and the results of the reviews of visits undertaken to the Governing Board annually.

The Educational Visits Coordinator (EVC) is Philippa Kerridge, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher, Deputy or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Visit Leader will ensure that the notification is completed on EVOLVE and that any activities or events that may place staff or pupils at significant risk are assessed and that safety measures are in place prior to the trip taking place.

The Visit Leader will ensure that all parents of children on their trip are provided with all information required and that any questions raised are answered prior to the trip taking place. The Visit Leader named for each visit will have overall responsibility for the visit whilst it is underway. The Visit Leader will liaise with the EVC throughout the planning and preparation of their trip. The Visit Leader will evaluate their trip on EVOLVE.

The Visit Leader is responsible for providing all supervisory staff and volunteers with information and risk assessments relating to the safe undertaking of the visit. The visit leader should be confident that the staff and volunteers are competent to carry out their roles.

The Visit Leader will be responsible for ensuring a mobile phone provided by school is taken on the visit. This should be used if staff need to contact parents/carers during a visit. The Visit Leader should sign the mobile phone out of the office prior to the visit and sign back into the office on their return.

Supervisory staff

All staff assisting with supervision on any trip will be conversant with their responsibilities as stated in the Policy Handbook for Educational Visits. They should feel confident to challenge any unsafe practice observed.

All staff will ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed.

All staff will ensure that once the trip has started, where any previously unforeseen hazards or risks are identified they are brought to the attention of the Visit Leader.

Staff will feedback information to the Visit Leader to enable a full evaluation of the trip to be completed.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary i.e. First Aid.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher and EVC will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.
- Knowledge of how to deliver on their safeguarding duties.

Approval

The approval process is as follows for each type of visit:

The Visit Leader will submit a proposal to the Headteacher, either verbally or by email, before starting an Evolve notification (this could be via the Deputy to avoid conflicts with diary dates). The Evolve notification must be submitted within the following timescale for each category of visit to the EVC. Exceptions are possible but **MUST** be cleared.

Category	Latest date for submission to the EVC
1 – regular curriculum ie swimming	1 week annually (recommended)
2 – one off day visits that do not include an adventurous activity.	2 weeks (recommended)
3 – overnight, overseas, adventurous	5 weeks to allow for submission to LA to meet minimum 4 weeks approval time (mandatory)

The EVOLVE notification must be completed for all category 2 and 3 visits. EVOLVE will be used to provide assurance that each visit is methodically and suitably planned.

Parents should be given sufficient information to enable them to make an informed decision as to whether their child should participate in the visit taking place outside school hours. They must sign the relevant consent form (s), and provide emergency contact number(s) and all relevant medical details. (Curriculum activities taking place within the school day i.e. swimming do not require individual consent. Annual consent is necessary.) Where coach or minibus travel is to be used it must be in accordance with LCC regulations.

Once the notification has received approval the visit will commence in accordance with the itinerary and activities planned. Any deviation from the itinerary or planned activities must be considered by the Visit Leader and a dynamic risk assessment made prior to the alteration taking place.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

Any accidents or near misses that occur during a visit will be reported to Leeds City Council using the forms CF50 and/or CF50a upon the return of the group to school.

Any accidents that result in a pupil or member of staff having to go to hospital must be telephoned to the school contact immediately. Upon receipt of any such calls the school contact will immediately inform the Health and Safety team in Leeds City Council.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 1). All staff on visits are familiar with this plan.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from Leeds City Council Health and Safety Team.

Parental Consent

Parents have the option of consenting to out of school visits online via the school Parentmail, or through a traditional paper consent form.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via Parentmail, or through a traditional paper consent form.

Inclusion

All children are expected to attend Curriculum based visits. Visit leaders are responsible for ensuring that parental permissions are sought for all such visits. Where permission is not forthcoming (i.e. sites of religious significance), parental meetings will be sought to discuss how attendance for the visit can be achieved. For enrichment activities (i.e. residential visits) meetings will take place with parents to discuss ways of overcoming barriers such as behavioural, medical and cultural issues. Additional staff may be employed as to allow such pupils to take part in residential visits.

Where deemed necessary by the Visit Leader or EVC, Visit Leaders are responsible for writing an Individual Pupil Risk Assessment to highlight any adaptations required to the visit and reflect any additional measures put in place for a pupil, including medical needs. This should be included when submitted and uploaded on the Evolve form prior to the visit.

Insurance

Talbot Primary School uses the LA's insurance for visits, i.e. Zurich.

For some visits, i.e. category 3 residentials and adventurous, the Headteacher will seek advice and clarification that the school is covered by unforeseen circumstances

It is the responsibility of the Visit Leader to clarify any cancellation charges set by external providers in the event of unforeseen cancellation of the visit.

Other topics

Swimming Lessons

Permission for swimming lessons is sought at the start of each school year.

Supervision ratios are kept in line with recommendations set by Leeds City Council.

School will provide both male and female members of staff for the supervision of children within the changing rooms unless there are absences due to staff illness.

A First Aider will be in attendance for each visit.

Appendix 1 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the locality, the visit leader will take an OEAP National Guidance Emergency action card see below (*Available via www.oeap.info*)



Model Emergency Procedures provided by OEAP

Model Emergency Procedures for Visit Leaders



**National
Guidance**

oeapng.info

These model procedures are based on the guidance in OEAP National Guidance document [4.1c "Emergencies and Critical Incidents – Guidance for Leaders"](#). You are welcome to adapt them for non-commercial use in your establishment, provided that you acknowledge the source by including the following statement in your document: "*These procedures include copyright material from a model document published by OEAP National Guidance at oeapng.info.*"

In doing this, you should consider the STAGER variables (see OEAP National Guidance document [1b "Foundations"](#)):

- Staff – size and experience of the leadership team, participant/staff ratio, etc.;
- Timing – time of year, during or out of your establishment's working hours, etc.;
- Activities – what you plan to do;
- Group – number of participants and their age, behaviour, needs, abilities etc.;
- Environment – possible weather, nature of the venue/location/terrain etc.;
- Remoteness – from help and from the establishment.

In adapting the procedures, you should enter phone numbers and web addresses etc. that are relevant to the visit and your establishment.

You may find it useful to have standard procedures tailored for the different types of visits that the establishment organises (e.g., local visits, day visits further afield, activities in wild country, residentials, overseas visits).

All members of the visit leadership team should have easy access to a copy of the procedures throughout a visit (e.g., on laminated cards) and be able to act if there is a problem. If a visit involves remote supervision, participants should have an appropriate version of the procedures and be able to use them.

Emergency Procedures

The sequence of actions depends upon the nature of the emergency.

Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary (see phone numbers below).
6. Carry out first aid to the best of your abilities.

First Aid

The aims of first aid are to

1. Preserve life:
 - a. Casualties need to be able to breath – if they are unconscious put them into a safe airway position.
 - b. Try to find and stop any serious external bleeding.
2. Prevent the condition worsening:
 - a. Protect the casualty from the environment - keep them warm and dry.
 - b. Monitor their condition.
3. Promote recovery:
 - a. Talk to them, reassure them, hold their hand, provide emotional support.

Missing Person

If someone is missing:

- Urgently check any hazards nearby, particularly water;
- Check the activity area, and the last place they are known to have been;
- Depending on the circumstances, try to contact them, for example:
 - by mobile phone, if they have one;
 - by shouting or blowing a whistle and then listening;
- If a child is missing for more than a short time, or if an adult is missing for long enough to cause concern, alert the emergency services and your Emergency Contact (see below);
- Check any key points (e.g., a previous meeting point; accommodation; your immediate destination) to which they may have gone;
- Consider what they might have done, or what might have happened to them, from the last time and place they were known to have been, and use this to plan further searching;
- Continue the search process until emergency services take over or the person is found;
- In consultation with your establishment's head/manager, decide whether to continue with the visit/activity while the search continues under the control of the emergency services or another member of staff.

Other Urgent Action

Take stock and plan, delegating where possible.

Call your establishment's Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):

- You need support;
- The emergency services are involved;
- The incident is serious;
- Someone is missing;
- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;
- The number of people in your party;
- Your location, and whether you plan to move.

Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g., shelter, food and drink, transport;
- Emotional needs, e.g., remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.

Control communications – prevent group members from using phones or social media unsupervised, or talking to the media, until the establishment, employer and affected parents have been informed, and explain to them the importance of not spreading inaccurate information.

Start a written log of actions taken and conversations held, with times.

Further Actions and Follow-Up

Take stock again and re-plan the next phase – what have you forgotten?

Deal with any casualties who are in the care of the emergency services:

- Allocate a member of staff to accompany them to hospital;
- Keep track of who is where.

Consider the needs of yourself and fellow leaders – are you/they coping?

Liaise with your establishment or employer – hand over what you can to them, to reduce the stress on you.

Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.

Address the further needs of the group, for example:

- Information about the incident and what is happening;
- Toilets, washing facilities, clean/dry clothes;
- Transport;
- Accommodation;
- Contact with home.

Refer all media, parental or other enquiries to your establishment or employer.

Contact relevant agencies as necessary (via your establishment/employer if possible) – see numbers below.

Keep receipts for any expenses incurred – insurers will require these.

Report the incident using your employer’s procedures.

Useful Numbers

Visit Leader	
Assistant Leader	
Establishment Emergency Contact	
Establishment – alternative numbers	
Employer Emergency Contact	
Employer – alternative numbers	
Emergency Services in UK	999 or 112 <i>You can text 999 if you have previously registered to do this</i>
Emergency Services in countries to be visited <i>(in some countries there are different numbers for different emergency services)</i>	
Foreign Office Consular Assistance	+44 20 7008 1500
Police (non-emergency) in UK	101
NHS advice line in UK	111
Travel Insurance Emergency Assistance	
Accommodation	
Tour operator / transport provider	

