

Educational Visits Policy

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| SLT | Ian Paish |
| Committee | School & Community Committee |
| Date Agreed | January 2024 |
| Review Date | January 2025 |

Context

We believe that educational visits are an integral part of the entitlement of every student 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 Deptford Green a supportive and effective learning environment. Trips and visits will enable our learners to **explore, dream** and **discover** in the fullest sense. The benefits to students 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. students 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 and measured risk decisions in a range of contexts. i.e. encouraging students 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 of Policy

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, Deptford Green:

1. Adopts the Local Authority's guidance (LA) document: *There and Back Again*
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. **Other non-residential visits within the UK that do not involve an adventurous activity.**
Eg. visits to museums, farms, theme parks, theatres, etc.

These are entered on the AfA (Application for Absence) form on The Green by the visit leader and submitted to the EVC for checking, this must include a Risk Assessment. All requests must be submitted at least one month before the trip is due to take place. Many trips should be built into the curriculum plan the previous academic year. The EVC then submits to the Head for approval.

3. Visits that are overseas, residential, or involve an adventurous activity.

These follow 2. above, but the Head then submits the visit to the LA for approval.

Roles and responsibilities

Visit leaders

- Are responsible for the planning, organisation and supervision of their visits. This includes arranging which staff will attend visits agreed with EVC.
- For entering these on the TRIPS REQUEST form on The Green.
- They should obtain outline permission for a visit from the EVC prior to planning, and before making any commitments.
- Liaise with the Director of Finance and Resources over any cost implications for the trip/visit.
- Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements and should seek advice from the EVC where necessary.
- Where necessary and appropriate brief members of staff, parents and students about the details and expectations of the visit.
- Undertake and complete a comprehensive risk assessment.
- Be aware of any student with a specific learning need and have taken advice from the Inclusion team.
- Liaised with the year team about students attending a trip.
- Ensure that they have a trip phone, a first aid box and all emergency contact numbers (EVC: 07534 473173 and the school: 0208 691 3236).

The Educational Visits Coordinator (EVC) is Ian Paish:

- 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 and risk assessments before submitting them to the Head.
- The EVC, supported by admin, maintains the appropriate documentation and will make available example risk assessments.
- Will ensure that a suitable visit leader is appointed.
- Will ensure that any relevant training has been undertaken.

The Head Teacher:

- Has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body:

- Has the role of a 'critical friend'. The EVC will report on Educational Visits to the relevant governor's committee.

The Local Authority:

- is responsible for the final approval of all visits that are either overseas, residential, and/or involve an adventurous activity.

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.

In deciding whether a member of staff is competent to be a visit leader, the EVC and Head Teacher 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 students, the venue, and the activities to be undertaken.

All supervisors should be aware of any students who may require closer supervision, such as those with special needs or those with behavioural difficulties. The group leader retains responsibility for the group at all times. If the school is leading an adventure activity, such as canoeing, the EVC must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity. Whatever the length and nature of the visit, regular head counting of students should take place. The group leader should establish rendezvous points and tell students what to do if they become separated from the party. A school mobile phone should be taken on all trips.

Responsibility of Students

The visit leader should make it clear to students that they must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other adults.
- Dress and behave sensibly and responsibly.
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it.
- Not undertake any task that they fear or that they think will be dangerous.
- Listen carefully to all information at the start of the trip about health and safety including the procedures in the event of an accident or terrorist incident, including the *Run, Hide Tell* principles.

Emergency procedures

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

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

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 the local authority.

Educational Visits Checklist

Deptford Green's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. A visit should only go ahead if the answer to all relevant questions is 'YES'. (Checklist is Appendix 4).

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. Though parents should always be informed if their child is leaving the school site with the option of opting out.

The school obtains blanket consent at the start of each year for certain other routine activities, e.g. after school fixtures, etc. Parents consent to trips through Parent Pay (including where there is no cost for a trip).

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents consent through Parent Pay.

Parents should be informed of:

- Dates of a visit
- Times of departure and return to school
- Collection and drop off arrangements
- Modes of travel
- Details of any accommodation with security and supervisory arrangements on site
- Name of visit leader and other accompanying adults
- Visit objectives
- Details of planned activities
- Where appropriate the details of any insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents if appropriate will be requested
- Clothing and equipment to be taken
- Money to be taken
- The information to be given by parents (including medical) and what they will be asked to consent to.

Risk Assessments

A risk assessment should always be carried out whilst planning an educational visit. Generic risk assessments will be made available on TEAMS but these must be updated and changed to ensure they reflect the specifics of the trip/visit. The risk assessment should include the following considerations:

- What are the risks?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- What steps will be taken in an emergency?
- What the acceptable ratio of students to adults is.

Exploratory visit

Wherever possible the visit leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit.
- Assess potential areas and levels of risk.
- Ensure that the venue can cater for the needs of the staff and students in the group.
- Ensure that the visit leader is familiar with the area before taking a party of young people. If it is not possible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aid member of staff in the group. The Visit Leader should have a clear understanding of how to access first aid and all adults in the group should know how to contact emergency services. The minimum first-aid provision is:

- A suitably stocked first-aid box
- A person appointed to be in charge of first-aid arrangements
- First-aid should be available and accessible at all times. The group leader should take this into account when assessing what level of first-aid facilities will be needed.

Supervision

It is important to have a sufficient ratio of adult supervisors to student for any off-site visit. The factors to take into consideration include:

- Gender, age and ability of the group
- Any students with specific learning needs
- Nature of the activity
- Experience of the adults
- Duration and nature of the journey
- Where relevant, the type of accommodation.

As a general guideline the ratio of staff to students should be 1:15, unless the visit includes higher risk activities in which case the ratio should be increased to 1:10.

Ratios on trips should always be confirmed between the Visit Leader and the EVC and included in risk assessments.

For all trips there should be one member of support staff to one teacher in order to keep cover to a bare minimum. It is the role of the Visit Leader to organise which staff will attend the trip.

Preparing Students

Providing information and guidance to students is an important part of preparing for an educational visit. Students should have a clear understanding about what is expected of them and what the visit will entail. Students must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Students should also be told about potential dangers and how they should act to ensure their own safety and that of others. This could include considering health and safety issues.

Students will be given information prior to the trip about procedures to follow in the event of a terrorist incident following the *RUN, HIDE, TELL* principle.

Students must understand:

- The aims and objectives of the visit
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow the rules
- Why safety precautions are in place
- What the expected standard of behaviour is
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if they become separated from the group
- What to do in the event of a terrorist incident or other major crisis
- Rendezvous procedures.

Transport and Students

Students using transport on a visit should be made aware of basic safety rules including:

- Arrive on time and wait for transport away from the road or tracks etc
- Do not rush towards the transport when it arrives
- Wear your seatbelt and stay seated when travelling
- Make sure your bags do not block aisles on transport
- Never attempt to get on or off moving transport or when it is in traffic
- Never run about when transport is moving or cross anyone on a staircase
- Never throw items out of the windows on a vehicle
- Never kneel or stand on seats or do anything to stop the driver from being able to see properly
- Never distract or disturb the driver
- Stay clear of automatic and manual doors after boarding or when leaving transport
- Always ensure that you cross roads safely following the Green Cross Code
- If you feel unwell while you are travelling tell the group leader.

Participation

Students should be assessed to ensure that they are capable of undertaking the proposed activity, including checking student's EHCPs. This should be considered when deciding which colleagues should attend a trip. During the visit students should not be coerced into any activity that makes them feel unsafe or that they fear. If a student behaves in any way that makes the group leader fearful of the safety of others, the student should be withdrawn from the activity.

Students with protected characteristics, special educational and medical needs

The school will not exclude students with special educational or medical needs from any visit. Every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

We endorse the following principles for young people:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification or by integration through participation with peers.

We acknowledge that it is unlawful to:

- Treat a student with a potential characteristic less favourably
- Fail to take reasonable steps to ensure that students with protected characteristics are not placed at a substantial disadvantage without justification

Residential visits

With accommodation the school will bear in mind the following:

- The visit leader should ideally have adjoining rooms with staff quarters next to young people's and will endeavour to obtain a floor plan of accommodation prior to the visit
- The immediate accommodation area should be for exclusive use of the group
- Access by staff to student rooms must be available at all times
- Separate male and female sleeping areas for all students and members of staff
- Ensure that the whole party are aware of the layout of the accommodation, its fire precautions/exits, its regulations and routing, and that everyone can identify key personnel
- Security arrangements where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorized visitors
- Ensure that locks/shutters etc work on all rooms used by the group
- Storage of clothes, luggage, equipment etc, particularly safekeeping of valuables
- Adequate lighting
- Provision for sick, disabled students or those with special educational needs
- Safety in rooms (electrical connections, secure balconies)
- Recreational accommodation/facilities for the group

Coastal Visits

Group leaders and other teachers should be aware that there are dangers by the coast beyond those associated with swimming. The group leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked
- Ensure group members are aware of warning signs and flags
- Establish a base on the beach to which members of the group may return if separated
- Look out for hazards such as glass, barbed wire and sewage outflows etc
- Some of the group's time on the beach may be recreational. Group leaders should consider which areas of the terrane and sea are out of bounds
- Cliff tops can be highly dangerous, even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for students to ride bikes on coastal paths.

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for students. Swimming in the sea on a coastal visit should not be allowed. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Students should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance. When paddling is happening a ratio of 1 adult to 4 students is a minimum.

Sports Clubs and Fixtures

As soon as fixtures become available to the school for children in a sports club, these should be sent to the parents of the children involved. Parents will give consent for their child to attend the sports club and to attend fixtures, which will be both in school and at other venues. Parents should be immediately updated of any changes to fixtures and an email sent out prior to any fixture as a reminder. A list of names of children attending a fixture after school should be left with reception. The fixture leader needs to ensure that they have a register and the relevant medical information for a fixture. The fixture leader should liaise with the relevant member of the admin team for this medical information. Whilst it

is the case that fixtures might be changed at the last minute, as much as possible AFA forms should be completed for fixtures at least 2 weeks in advance. The Head of Department should also be informed of any fixture with 72 hours notice. The Fixture Leader should ensure that teachers are made aware of any students who will be missing from lessons or that need to leave early from lessons, this should be included in Head's Highlights the week before, for later fixtures this information should at least be included in the Daily Notices email. The Fixture Leader should ensure that all students are fit and well enough to play in the game and are wearing the correct clothing. As with any school visit the Fixture Leader should clearly communicate with parents the time that students will be expected to return to school and where they will be dismissed from.

Appendix 1 – School Learning Area

General

Visits/activities within the ‘School Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent, though parents will be informed via email of any activity that happens away from the school site.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be agreed in advance with the EVC (Ian Paish).

Boundaries

The boundaries of the School Learning Area includes:

- Fordham Park
- Deptford High Street (via the underpass, Amersham Vale and Douglas Street)
- The Waldron Health Centre (via the underpass and Amersham Vale)
- The New Cross Road from New Cross Gate Station up to the end of Deptford High Street
- Goldsmiths College (via Fordham Park)
- See Map below

Operating Procedure for School Learning Area

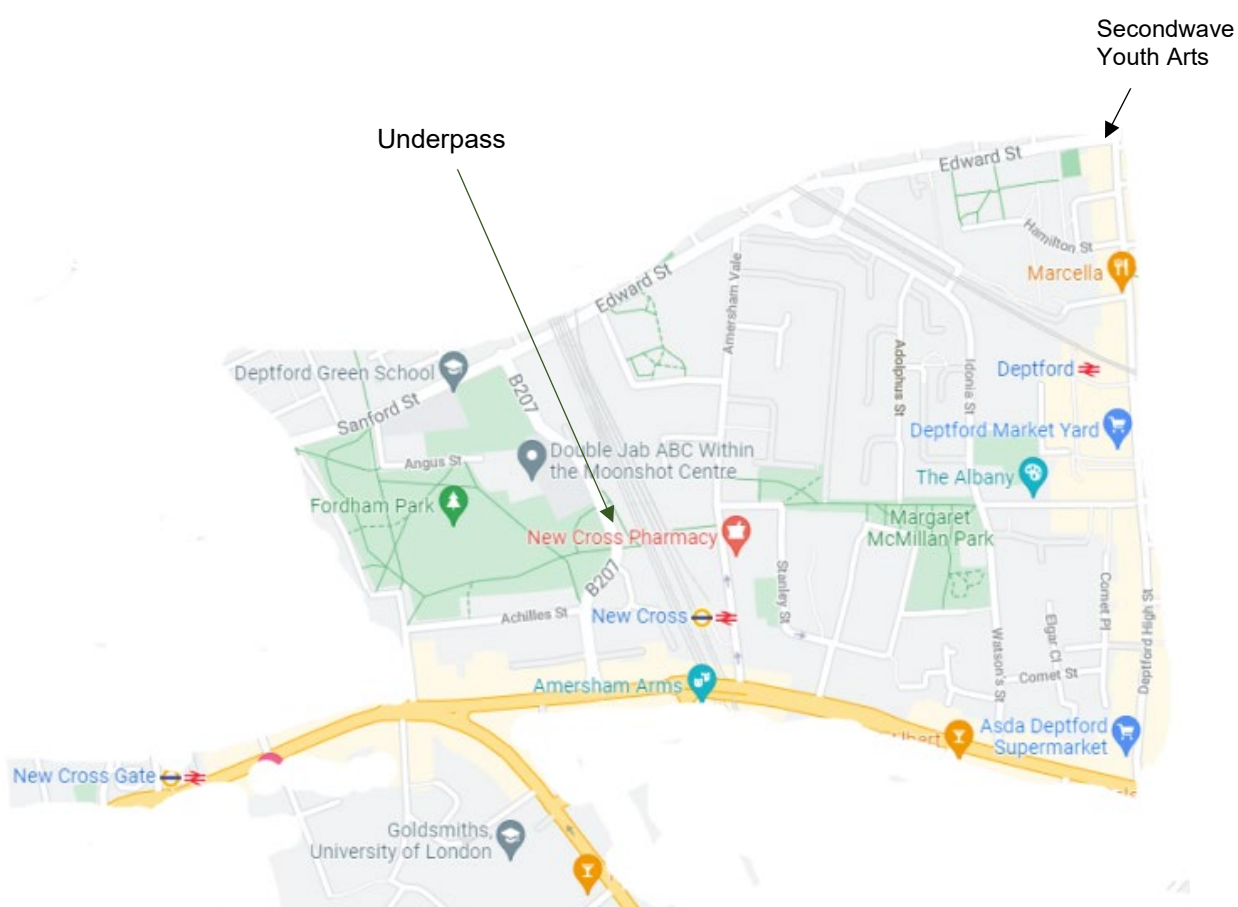
The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic
- Other people / members of the public / animals
- Losing a student
- Uneven surfaces and slips, trips, and falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The EVC (Ian Paish) must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the ‘School Learning Area’ is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults. Though some visits/lessons in Fordham Park this will not be necessary.
- Staff are familiar with the area, including any ‘no go areas’, and have practiced appropriate group management techniques.
- Students have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, students are fully briefed on what to do if they become separated from the group. This will usually be to return to school and explain to reception that they have become separated from their group. Reception will then call the lead teacher and inform them that the child has returned.
- All remotely supervised work in the School Learning Area is done in ‘buddy’ pairs as a minimum.

- Students' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant student medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all students and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number. The lead teacher should always take a school mobile with them when leaving the site with the following contact numbers: EVC: 07534 473173 and the school: 0208 691 3236.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- Use specific road crossings where possible.
- Be mindful that Pagnal Street does not have a road crossing so care must be taken.
- Deptford High Street will be busier than usual on Wednesdays because of the market.



Appendix 2 – Sports Activities and Fixtures Risk Assessment

| ACTIVITY / SITUATION: <i>Sports Activities/Fixtures</i> | | Persons at Risk | | | | | NOTES ON RISK RATES: SEVERITY: A – Death, major injury, damage, loss of property B – 3 days abs, moderate injury / damage C – Minor injury, loss / damage LIKELIHOOD: 1 – Extremely likely to occur 2 – Likely to occur 3 – Unlikely to occur RISK LEVEL: H – High M – Medium L – Low | Risk Rate | | | | | | | |
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| SITE LOCATION: Various Locations (Reviewed annually, or earlier if situations arise) | | Employees | Students | Other Users | Contractors | Public | | Severity | Likelihood | Risk level | | | | | |
| ACTIVITY / PREMISES EQUIPMENT | Haz No. | IDENTIFIED HAZARD | | | | | PRECAUTIONS AND CONTROLS | | | | | | | | |
| School visits and away matches in the major sports | 1 | Coach crash ⇒ Death / Serious injury. | | | | | ✓ | ✓ | | ✓ | ✓ | Use reliable coach firms. Check mini-bus for roadworthiness. | A | 3 | M |
| | 2 | Breakdown of mini-bus ⇒ isolation / lack of communication. Causing anxiety for staff, students and possibly parents. | | | | | | | | | | Reassure students and use mobile phone to contact repair services and / or home if required. Encourage patience. | B | 3 | L |
| | | | | | | | ✓ | ✓ | | | | Have first-aid. Be aware of locality of hospital services. Have parental contact numbers to allow consent for treatment if required. | B | 2 | M |
| | 4 | Conflict and ill feeling between students from opposing teams. | | | | | ✓ | ✓ | | ✓ | | Keep close control and supervision. | B | 3 | L |

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| | 5 | Lose student. | | ✓ | | | Have regular headcounts. Have groups of 3 check each other. | C | 3 | L |
| | 8 | Injury, health and safety issue due to new staff running a trip | ✓ | ✓ | | ✓ | Shadowed staff on at least two trips. Met with EVC Lead | C | 2 | M |

Appendix 3 – 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 leadership team, or will be able to contact an experienced senior leader 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. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders
7. Students on visits are clear about the *Run, Hide, Tell* principle in the case of a terrorist incident.

Appendix 4: School Trips Process

Step 1: Application

- All large trips and residentials should, in principle, be included in curriculum plans in the previous academic year and then included on the school calendar.
- In year trips – The Visit Leader should complete the AfA form on The Green having checked dates on the school calendar and at least one month in advance of the trip, including student numbers, year group, location, cost and learning goals.
- EVC agrees the trip in principle.
- **No bookings should be made until the trip has been agreed in principle.**



Step 2: Planning

- The EVC informs the Visit Leader that the trip is approved.
- The Visit Leader completes a risk assessment and letter submitting this electronically (templates in folder on TEAMS), checking medical plans and SEND status.
- The Visits Administrator will arrange letters and consent from parents via Parent Pay.
- The Visits Administrator will arrange free school meals and medical information.
- All members involved in organizing the trip must use the 'check list' as a reference point.
- The Visit Leader should check with Heads of Year and the Director of Inclusion that the students on the trip are appropriate.
- If appropriate to the trip, the Visit Leader should complete the necessary Purchase Order Forms and submit them through FMS.
- The Visit Leader should submit a message about the trip and a list of attendees to the EVC to be put in the Head's Highlights a week before the trip.



Step 3: During and after the trip

- Always ensure you have a school phone with you on the trip.
- Always ensure you have a first aid box, the relevant medical equipment and the *Run, Hide, Tell* leaflets.
- Always take a register and leave a copy with reception. Take regular head counts.
- Take photos of the trip to Tweet.
- Feedback any issues or points of interest to the EVC afterwards.
- Organise for a student to complete a report/evaluation of the trip for the Newsletter.

Appendix 5: Checklist

- I am clear about the purpose of my visit
- I have checked the dates for my proposed visit
- I have submitted my AFA (trip request form)
- The EVC has confirmed my visit can take place
- I have submitted my risk assessment and acted on any feedback from the EVC
- I have liaised with the Visits Administrator (Mary Bertram) about free school meals and medical plans
- The Visits Administrator has sent out my letter to parents and consent is on Parent Pay
- My letter clearly outlines the purpose of the trip, the location, travel arrangements, associated cost and arrangements for returning to school and dismissal
- I have calculated the costs for the visit and resolved any issues with the EVC and Finance Director
- I have made the appropriate bookings (venue and travel) and I have confirmation of these
- I have checked with the year team and SENDCo that all students attending the trip are appropriate and appropriately supported
- I have confirmed the student/teacher ratio and am clear which colleague(s) is(are) attending with me
- I have briefed colleagues on the trip and expectations
- I have briefed students (and where appropriate parents) on the trip and expectations and specifically the *Run, Hide, Tell* principles
- Students have the *Run, Hide, Tell* leaflets and the trip and school phone number
- For larger trips I have grouped the students and assigned them to specific members of staff
- I have a register ready for the trip
- I have left a copy of the register with reception on the day of the trip
- I have a school phone, medical plans and a first aid box on the day of the trip
- I have the contact numbers for the EVC: 07534 473173 and the school: 0208 691 3236 as emergency contact numbers
- I have collected the free school meals from the kitchen