



*Placing children's rights at the heart of all we undertake.*  
respect integrity humility equality care towards all



---

**Dosthill Primary Academy**

# **Educational Visits Policy**

**Reviewed by: Sonia Burke**  
**Approved by: Governing Body**

**Date: November 2019**  
**Date: November 2019**

---

**Next review due: November 2020**

# Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

- Promising Academic Achievement.
- Crafting Character Skills for Life.
- Ensuring Excellence for All.
- Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

## Rationale and Principles

---

Dosthill Primary Academy is committed to the provision of high-impact extended learning opportunities. It recognises the strong correlation between the school's vision statement - 'Learning at the heart, igniting possibility!' - and the view of the Health and Safety Executive:

'Learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.'

It is within this context of aiming to provide the best possible extended learning opportunities that this policy seeks to establish the parameters for visits to be enabled safely, effectively and to have the best possible impact on learning for all.

## Rights Respecting School

---

In 2011 Dosthill School registered to obtain the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following article from the 'UN Convention on the Rights of the Child':

Article 28: *Every child has the right to an education.*

*Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

*Article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities.*

## **Definition of Educational Visits, Scope and Remit**

---

Throughout this policy, the term 'Educational Visits' relates to any activity occurring beyond the boundaries of Dosthill Primary Academy grounds. This policy applies to employees whose work involves any one of the following:

- Supervision of young people undertaking experiences (and facilitation of these experiences) beyond the boundary of Dosthill Primary Academy;
- Supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom;
- Deploying staff that will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of Dosthill Primary Academy.
- This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

## **Notification and Approval of Activities and Visits**

---

All educational visits require approval by the Educational Visits Coordinator (EVC) following a notification process. In working through notification to approval, the following process should be followed:

- Identification of Learning Outcomes and how the visit aims to meet these
- Identification of key parameters, including location to be visited, distance, staffing levels and roles, transport, complexity and potential risks
- Clear identification and delegation of roles for the visit, including identification of emergency contacts, available and willing to respond throughout every hour of the visit (This person must be provided with the relevant emergency contact details by the Visit Leader).
- Completion of EVOLVE process, including:
  - Identification of key parameters (as above)
  - Pre-visit to site if required
  - Risk assessment and risk management completed, recorded and submitted via EVOLVE
  - Notification to the Local Authority if required
  - Notification of parents at the earliest and most pertinent point in the process

Dosthill Primary Academy uses an online system (EVOLVE) for notification and approval. Visits and activities may be viewed, sampled or monitored using the database and diary facilities of the system.

Another key feature of this system is that visits and LOtC activities requiring approval from the Local Authority are automatically brought to the attention of the Local Authority (LA). The system will prompt users to complete relevant documents (e.g. EVC1 for providers of adventurous activities; EVC2 for those providing residential facilities), and these must be completed and submitted as part of the approval process as required.

For visits not requiring LA approval, the EVC and Headteacher have the responsibility to undertake all relevant checks to ensure the effective and safe conduct of the visit. If the steps required to achieve this are not met, then the EVC and Headteacher have the responsibility to deny or postpone approval of the visit until these are met.

The academy utilises a general parental consent format, meaning that most visits are pre-approved by parents at the start of an Academic Year. This means that an individual consent form for each activity is not required, except in the following situations:

- all visits (including residential trips) which take place during the holidays or over a weekend
- adventurous activities at any time
- any other visit which is felt to require individual consent

The requirement for additional consent will be made by the EVC prior to approval.

All elements of the trip should be submitted via EVOLVE to the satisfaction of both EVC and Headteacher. Only once this is complete and the visit approved may it proceed.

For LA approval, visit forms should be submitted six working weeks before a visit is set to take place, and before anyone is financially committed. Approval notification will be sent out as soon as possible up to two working weeks after receipt of the visit form.

For EVC approval, sufficient time should be left to allow the process to be completed thoroughly and for the Visit Leader and EVC to ensure effective risk management and the best possible outcomes for learners, as well as establishing leader competence.

## **Definition of Roles**

---

In providing the highest possible duty of care to learners participating in extended learning opportunities, it is paramount that roles and responsibilities are defined, and that staff and other adults leading the trip understand their responsibilities during any visit. The following definitions provide an overview of delegated responsibilities, which must be fulfilled by named persons during the visit. For full details of responsibilities, please see attached guidance from OEAC in Appendix 1

Headteacher to:

- Delegate legal and procedural aspects of Educational Visits to the Educational Visits Coordinator
- Strategically oversee the actions of the EVC and monitor practice

- Provide strategic overview of Educational Visits within the wider academy context

Educational Visits Coordinator (EVC) to:

- Ensure that the planned activities follow employer and establishment guidelines
- Assess leader competence and act accordingly
- Organise training and Induction
- Keep appropriate records
- Review systems (including procedures and Educational Visits Policy)
- Monitor practice

Visits Leader to:

- Be an employee of The Fierté Multi Academy Trust
- Be approved by EVC
- Be competent to lead the visit safely and effectively
- Follow establishment and employer policies and procedures
- Plan and prepare effectively (including accurate risk assessments)
- Define the roles and responsibilities of other staff and young people
- Ensure effective supervision

Assistant Leader to:

- Follow the specific tasks directed by the Visit Leader
- Fulfil the responsibilities of their role, as defined by the Visit Leader

Governors to:

- Ensure that the school are following employer guidance
- Maintain a strategic overview of Educational Visits

### **Training and development: ensuring understanding of basic requirements**

In making the decision to approve any visit, the EVC must be assured that the Visit Leader is competent. To be deemed competent, a Staffordshire Visit Leader, or Assistant Visit Leader must be able to demonstrate the ability to operate to the current standards of recognised good practice for that role.

Employer Guidance sets a clear standard to which leaders must work. The guidance states:

- 'a competent Visit/Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:
- Knowledge and understanding of their employer's guidance supported by establishment-led training.
- Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.
- Knowledge and understanding of the group, the staff, the activity and the venue.
- Appropriate experience
- In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.

If any of these elements are not fulfilled, then the visit may not be approved. However, a range of training opportunities are made available to staff in order to help them to meet these requirements.

These include:

- Internal advice and training: discussion with EVC; guidance on risk assessment and management; coaching and mentoring
- External training: e.g. Visits Leader Training
- External advice: through appointed advisers (see contact details); updates on EVOLVE
- Accreditation: e.g. Additional Risk Leader accreditation through Staffordshire County Council

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff. The EVC will view the original documents and certificates when verifying leader's qualifications and not rely on photocopies.

It is preferable for at least one leader of any visit to hold a formal First Aid qualification; whilst this may not preclude a visit from proceeding, it will be taken into account by the EVC when approving the visit. The requirement for a trained First Aid leader will be informed by consideration of the environment in which the trip is occurring, the complexity of the visit, the distance from school and the group attending the visit.

It is recognised that competency can vary according to a range of factors over different timescales. Examples of this include personal circumstances over the short- to medium term, and impairment due to the influence of alcohol or drugs. These factors will be taken into account by the EVC and Headteacher prior to the visit, but staff also take responsibility for their competency and conduct during any visit. As such, the use of alcohol or drugs by any member of staff leading a visit in term time is strictly prohibited; failure to adhere to this may result in formal disciplinary procedures. Should any member of staff feel their competence has been compromised for any reason during a visit, they must inform the EVC, Headteacher or emergency contact immediately.

Where a volunteer helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the risk-benefit assessment.

### **Risk Assessment and Management**

---

It is recognised that this broad term encompasses a range of visits and experiences, and that these should be differentially treated dependent on a range of factors. As a guide, the following model will be utilised by the Educational Visits Coordinator (EVC) when making a decision about how a proposed visit will be processed and approved:

This will be informed by consideration of the following elements:

**Staff:** competency, level of qualification, amount of experience, personal qualities

**Activity:** complexity of visit, duration, type of activity to be undertaken

**Group:** an understanding of the individuals taking part; the size of the group, the ages of participants, any specific needs these learners may have

**Environment:** the location to be visited and anticipated levels of risk

**Distance:** the distance of the activity from base, and the transport used to access it

Dosthill Primary Academy has a legal duty to ensure that risks are managed – requiring them to be reduced to an ‘acceptable’ or ‘tolerable’ level – and not to eliminate risks. This requires that proportional (suitable and sufficient) risk management systems are in place, balanced by the potential benefits to participants from a visit, through consideration of the intended learning outcomes. The appreciation of the benefits to learning gained through participation provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is ‘acceptable’. HSE endorse this approach through their ‘Principles of Sensible Risk Management’ and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is also a legal requirement for the process of risk assessment and management to be recorded, and for suitable and sufficient control measures to be identified for any significant risks, i.e. those that may cause serious harm to an individual or harm several people. To meet this requirement, staff are required to use the agreed school format (Appendix 2, also found on EVOLVE), in conjunction with the generic assessments available from EVOLVE. If using these generic risk assessments, staff are also required to consider whether they meet all of the needs of the specific visit, adding extra detail if required by the EVC.

In addition to the planned risk assessment and management, it is acknowledged that dynamic (i.e. ongoing, environment-driven) risk assessment and management is essential to meet unforeseen, changing needs of a visit. Visit Leaders must demonstrate confidence in doing this as part of evidencing their competence to the EVC.

### **Preliminary Visits**

---

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people and is a vital dimension of risk management.

Wherever reasonably practicable, Visit Leaders should carry out a preliminary visit. Circumstances where a preliminary visit is a requirement are detailed as follows:

- Any residential experience
- Visits to areas with additional risk from the environment (e.g. mountainous or remote areas; sites with industrial activity; areas with risk from water)
- Visits to areas with additional risk from other people (e.g. large cities)
- Visits which present increased complexity from any other factor

This is not an exhaustive list, and the EVC may require a preliminary visit if they require

additional reassurance of Visit Leader competence and/or the effective supervision of learners. This requirement may be informed by the following model:

### **Effective Supervision**

---

In general terms, the law does not prescribe activity-specific staffing ratios for Key Stage 1 upwards (DfE and Ofsted produce specific guidelines for Early Years), but it does require that the level of supervision and group management is 'effective'.

Effective supervision should be determined by a proper consideration of:

- Age (including the developmental age) of the group;
- Gender considerations;
- Ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- Nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)
- Staff competence

As a general guide, Visit Leaders are asked to use the following ratios as a basis, but to adapt these in line with consideration of the above, in collaboration with the EVC:

- YR: 1 adult for every 5 learners
- Years 1-3: 1 adult for every 6 learners
- Years 4-6: 1 adult for every 10-15 learners

### **Transport**

---

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and visits must follow the specialist guidance provided in Staffordshire's transport policy. All national and local regulatory requirements must be followed.

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

The Visit Leader should ensure that coaches and buses are hired from a reputable company who are travel scheme approved.

### **Minibus use**

---

The use of a minibus, hired from The Fierté Multi Academy Trust, is periodically used to transport groups of learners. Where this is the case, the following requirements must be met:

- Drivers must have a valid Driving License, as well as accreditation through the Staffordshire Approved Minibus Driver Scheme, and provide proof of this to the Visit Leader and EVC/Headteacher prior to the visit;
- The establishment must hold a Section 19 Permit from the DVLA;



- Minibuses used must be in accordance with the driver's relevant licence;
  - The minibus must be roadworthy and have a valid MOT Certificate, to be checked by the driver prior to use;
  - Drivers must not drive when taking medication or undergoing treatment that might affect their ability or their judgment;
  - Drivers must be competent in their driving and wider responsibilities, including fire fighting, first aid and emergency procedures
  - Drivers must be aware of the effect that driving has on their other responsibilities, and observe UK Domestic Drivers' Hours Regulations:
  - A maximum continuous driving time of 4 hours, followed by a minimum break of 45 minutes.
  - Total aggregate driving time, before a prolonged period of rest is taken, should not exceed 8 hours.
  - A prolonged rest period should normally be a minimum of 10 hours free from driving duties.
  - A maximum aggregate driving time of 48 hours in any seven consecutive day period.
- 

Visit Leaders must give proper consideration to issues of driver distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. In determining the staffing ratio necessary to expedite the requirement for effective supervision, establishments should carefully consider the factors that might influence the safety of the driver and passengers.

### **Use of private cars**

---

Transporting young people in private cars requires careful consideration. In this instance, the following should be observed:

- Drivers should have a valid Driving License and appropriate insurance (including 'Business Use' for staff), and provide proof of this to the Visit Leader and EVC prior to the visit
- Booster seat and safety belt requirements must be met
- Cars must be roadworthy and have a valid MOT Certificate, shared with the Visit Leader and EVC prior to the visit
- Careful consideration of the number of learners travelling in a car should also form part of the risk assessment and management process, taking account of specific needs, age and background of learners
- In all cases, only in exceptional circumstances should a child be allowed to travel alone in a car with a member of staff (for example in an emergency situation)
- All drivers should have CRB/DBS clearance
- Explicit parental consent is required for any use of private cars for transport

### **Provider Assurances**

---

Visit Leaders should take every practicable step to ensure that any provider has in place the necessary controls and qualities to ensure the safety of all participants, and the quality of their experience. This may be facilitated in several ways:

## **National Accreditation**

Staff should take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge
- Adventure Activities Licensing Service (AALS) licensing
- Adventuremark
- National governing body (NGB) centre approval schemes (applicable where the provision is a single, specialist activity).

Where a provider holds such one of the above accreditations, there should be no need to seek further assurances, although clarification may be sought by the EVC.

## **Pre-approved Centres**

Visits to the 'Staffordshire' Outdoor Education Service centres do not require approval or notification, as they are self-approving. These visits will always be staffed by at least one appropriate representative who will fulfil the role of leader.

## **Independent Assessment**

If intending to use a provider other than those stated above, careful consultation between the Headteacher, EVC and Visits Leader, alongside the provider, to ensure the necessary controls and qualities to ensure the safety of all participants, and the quality of their experience. Only once all of these elements have been approved will the trip be allowed to proceed.

## **Inclusion**

Every effort should be made to ensure that extended learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Both Providers and Visit Leaders should take all reasonably practicable measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

## **Accident Reporting**

---

All accidents that involve anyone – employees, pupils, service users, contractors or members of the public – on County Council premises or anywhere else when engaged in County Council activities are to be handled in line with 'Staffordshire's' Accident Policy, distilled in Dosthill Primary Academy's Accident Policy. Accident investigation and employee hazard report forms, available from the Health and Safety intranet site alongside other relevant policies and useful

information, should be used by staff. A copy of any County Accident Forms (HSF40) should be attached to the visit form on EVOLVE.

## **Monitoring**

---

The ongoing quality of Educational Visits is essential in ensuring the best possible learning experiences for all individuals. As such, the Headteacher and EVC, along with the visits team, will undertake monitoring of visits in a variety of ways:

- Informal: e.g. through discussion with Visits Leader or pupils
- Formative formal: e.g. through monitoring EVOLVE and visits application forms
- Summative formal: e.g. through attendance on visits to observe practice

The level of monitoring will be dependant on the activity undertaken and staff competency.

## **Evaluation**

---

It is recognised as good practice that every visit is evaluated in its effectiveness. This may be done informally (e.g. debriefing with the visit team on return to school to generate adaptations for any future visits), or on a more formal basis, using pupil and parent voice, feedback and analysis to give next steps.

## **Vetting and CRB/DBS**

---

School Visits should be conducted in line with the school's Safeguarding Policy. However, as a general guide, it is recognised as good practice and desirable for all adults forming part of the visits team to have full CRB disclosure and/or hold a DBS Certificate. Where this is not possible, under no circumstances must the adult be allowed to be alone with any learners, and both the planned and dynamic risk management must ensure this is enabled.

For outside providers, Visit Leaders must check the CRB/DBS status of staff during the planning process.

## **Insurance**

---

Employer's Liability insurance is a statutory requirement and 'The Fierte Multi Academy Trust' holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it where negligence attaches. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. 'The Fierte Multi Academy Trust' also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property where negligence attaches. Employees (as agents of the employer) are indemnified against all such claims, as are all voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

Limited Personal Accident insurance is provided for all 'Fierte Multi Academy Trust' employees in the course of their employment, providing predetermined benefits in the event of an accident in respect of qualifying injuries. However, Visit Leaders are advised that they should consider taking

out less limited personal accident cover privately, or obtain cover through a professional association.

When providers are used it is a requirement for them to hold Public Liability insurance cover with a minimum limit of indemnity of £5M. This should be established by the Visit Leader and checked by the EVC prior to approval for the visit.

The Dosthill Academy is a member of the Risk Protection Arrangement (RPA) for academy trusts.

## **Charges**

---

'The Fierte Multi Academy Trust' Heads and Managers, Curriculum Planners, EVCs and Visit Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449-462 of the Education Act 1996. However, in general, for ventures deemed to be statutory requirements no charge may be levied, although voluntary contributions may be sought as long as their genuinely voluntary nature (and how a lack of contributions may jeopardise the trip) is clarified to parents.

For clarification:

'The extent to which charges may be levied for ventures is dependent upon the answers to the following questions:

1. Is the venture regarded as a statutory requirement?
2. Is the venture to be held in academy time?

If the answer to either question is "yes", the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the cost of travel or education.

If the answer to both questions is "no", the activity is an "optional extra" and the full cost of the venture may be levied.'

Reference should be made to the statement contained in the latest version of the academy Prospectus which reflects the Governing Body Charging and Remissions Policy which is reviewed annually.

## **Emergency Planning and Critical Incident Support**

---

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- Either suffered a life threatening injury or fatality
- Is at serious risk; or
- Has gone missing for a significant and unacceptable period.

The emergency contact phone number for Staffordshire County Council outside office hours is 00-44-1785-278499 or 00-44-8451-213322. This is the number for Staffordshire Fire & Rescue Service Fire Control and it will be answered by a Control Operator. Upon connection, please provide the

Operator with your name, a contact number and a brief outline of what has happened. Then ask the Control Operator to page the CCU Duty Officer and to pass this information in full onto him/her. Please note that calls to the numbers above are to be used only in extreme circumstances, such as serious injuries and/or fatalities. This provision is not for resolving matters such as lost passports, lost luggage and forgotten items such as medication.

Contact should also be made with the County Council's Emergency Incident Number on 01785 278499.

These numbers should be carried by leaders at all times during an off-site activity.

Under no circumstances should these numbers be given to young people or to their parents or guardians.

### **Important Contacts**

---

Headteacher (Mrs Claire Keay)  
headteacher@dosthill.org  
07812 692142

Educational Visits Coordinator – Senior Assistant Headteacher (Mrs S.Burke)  
sburke@dosthill.org

Educational Visits Team  
eva@staffordshire.gov.uk  
gareth.lloyd@entrust-ed.co.uk.

### **Further Reading**

---

For documents relating to Educational Visits:

Outside Education Advisory panel  
<http://oeapeg.info/>

For general guidance on good practice in Extended Learning and accreditation:

Council for learning Outside the Classroom  
[www.lotc.org.uk](http://www.lotc.org.uk)

General Guidance

'Learning Outside the Classroom – How Far Should You Go?' (Ofsted, October 2008)

'School trips and Outdoor Learning Activities' (HSE, 2011)

### **Monitoring and Evaluation**

---

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Policy composed by the EVC Leader using national and local guidance: December 2011.

Policy reviewed by Mrs S Burke and : November 2019.

Presented to Governors for approval: November 2019.

This Policy is subject to annual review.

Next review: Autumn 2020.

(Reference should be made to the Key Performance Indicators outlined in Appendix I).

## **Appendices**

---

I - Key Performance Indicators

II - Definition of roles related to Educational Visits

### **Appendix I: Key Performance Indicators - Evidence**

The visit is thoroughly planned well in advance of departure. EVOLVE records have been processed and accepted by the EVC and Headteacher.

The Visit Leader has ensured a secure understanding of the location to be visited. Pre-visit if appropriate; approval of visit by EVC/ Headteacher through EVOLVE.

Visit planning takes specific account of benefits and risks, and identifies risk management procedures. EVOLVE records show detailed risk assessment, approved by EVC and Headteacher

Parents have been notified well in advance of any trip taking place. Letter to parents (attached to EVOLVE form) has been approved by EVC and Headteacher and received by parents well in advance of visit

Charges to parents have been made in line with the Governing Body Charges and Remissions Policy, which meets the requirements of the Education Act, 1996. Financial audit and internal checks have shown that charges are in line with legal guidance

When planning the visit, all feasible measures have been taken to ensure the visit is safe and appropriate for all learners. Provider assurances have been sought and approved by EVC and Headteacher and received by parents well in advance of visit

When planning the visit, all feasible measures have been taken to ensure the visit is inclusive of all learners. Pre-visit or communications with site have confirmed accessibility (approved centres are

pre-approved); discussions with parents have removed as many barriers as possible; as many learners as possible attend the trip.

Visit Leaders and Assistant Leaders are sufficiently competent to lead the visit safely. EVC/Headteacher have approved the visit through EVOLVE; ongoing monitoring of competence by visit and assistant leaders has ensured ongoing competence.

The Visit Leader and Assistant Leaders are clear about their roles during the visit. Leaders are able to share clearly their roles during discussions; during the visit, they fulfil these roles effectively.

Children travel safely to and from any visit. The visit follows risk assessments for travel, as approved by EVC/Headteacher through EVOLVE.

Children are safeguarded throughout the visit. Effective and appropriate supervision is in place throughout the visit, at the level set and approved by EVC/ Headteacher through EVOLVE

Any accidents are reported appropriately. Any accidents to be reported to EVC/ Headteacher using County Accident Form or school equivalent; parents informed as appropriate

The visit ensures high quality outcomes for all learners. Pupil feedback, evaluation by staff and monitoring by EVC and Headteacher all show a highly valuable and enjoyable experience, in line with the desired outcomes.

In the event of an emergency, all leaders are able to contact relevant individuals and authorities. Leaders have emergency contact identified through EVOLVE, and carry Staffordshire Emergency Contact details.

## **Appendix II: Definition of roles related to Educational Visits**

### **Headteacher to ensure that:**

- All Learning Outside the Classroom (LOtC), off-site activities and visits comply with employer guidance and are notified or submitted for formal approval as required.
- An Educational Visits Coordinator (EVC), who meets the County requirements, is identified within the school
- All staff, including the EVC, are sufficiently competent to carry out their roles, including through relevant and required training
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the young people is regular or significant, ISA procedures and CRB/DBS checks must be in place as required.
- Suitable support for the EVC to carry out their delegated duties is given
- Details related to off-site activities and visits (including personal details of both participants and staff) are accessible at all times to a designated 24/7 Emergency contact(s) in case of a serious incident.
- There are contingency plans in place should a visit plan be significantly changed or cancelled (Plan B).
- Arrangements are in place for the governing body to be informed of such visits.

- Where charges are made to parents, these are in line with the Governing Body Charges and Remissions Policy, which meets the requirements of the Education Act, 1996.
- Proper procedures are in place to account for the finances of activities and visits.
- Where the activity or visit involves a third party provider, appropriate assurances have been obtained.
- The Educational Visits Policy meets national and employer guidance
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR.

**Educational Visits Coordinator (EVC) to ensure that:**

- Relevant training has been undertaken and understanding is relevant and up to date
- LOtC, off-site activities and visits meet employer guidance requirements.
- Visit leaders, leaders, assisting staff and voluntary helpers understand that all staff involved in LOtC, off-site activities and visits are aware of and understand employer guidance and establishment procedures
- The Educational Visits policy is relevant and up to date, fulfilling the requirements of the employer (Staffordshire County Council) guidance. This should be reviewed on a regular basis and following any serious incident or systems failure. Risk management documentation must be updated if necessary.
- They support the Headteacher with approval and other decisions.
- They monitor of Visit Leader planning and sample monitoring of visits impacts on outcomes
- The training of Visit and Assistant Leaders (including voluntary helpers) meets their needs and the needs of the school
- There are adequate safeguards to ensure the safety of individual learners and the whole group, including ensuring CRB/DBS/ISA checks are in place as required.
- There is a 24/7 emergency contact(s) with the base for each visit and that emergency arrangements are in place.
- Medical and first aid issues are addressed.
- Emergency arrangements include emergency contact access to all relevant records, including medical and next of kin information for all members of the party, including staff.
- Individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
- There is an establishment procedure for recording “near accidents/near misses”, including any resulting learning points and action.
- Knowledge is kept up to date via EVC update processes and EVC Revalidation courses as recommended or required.



- All leaders are competent in their roles
- Leaders are aware of their accountabilities

#### **Visits Leader to:**

- Be formally approved to carry out the visit by the EVC
- Be specifically competent
- Plan and prepare for the visit, taking a lead on risk management.
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, appointing a deputy wherever possible and making these roles explicit to the EVC.
- Ensure that there are adequate safeguards in order to ensure the safety of individual learners and the whole group, including that CRB/ISA checks are in place as required.
- Disseminate relevant information to supporting staff.
- Make sure there is access to first aid at an appropriate level.
- Provide relevant information to parents and young people and arrange pre-visit information meetings where appropriate.
- Collate and make available relevant information
- Act when any provider is deemed to run an activity in a way that causes concern, giving consideration to stopping the activity at the first appropriate moment, using sensitivity and discretion to ensure that it does not result in young people being put at greater risk.
- Evaluate all aspects of the activity/visit, both during and after the event.
- Ensure that staff and other supervisors have been appropriately briefed on:
  - the young people making up the group, including age, health characteristics, capabilities, special educational needs, behavior and any other information that seems relevant in the context of the planned activities;
  - the nature and location of the activity.
- Ensure that the activity/visit is effectively supervised;
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details.

#### **Assistant Visit leaders to:**

- Be specifically competent and knowledgeable about establishment and employer policies/procedures, in so far as they affect the responsibilities they have been assigned.
- Be aware that the overarching duty of care remains with the accompanying Activity/Visit Leader and Assistant Leaders, even when partial responsibility is shared with a provider.

- Act when any provider is deemed to run an activity in a way that causes concern, giving consideration to stopping the activity at the first appropriate moment, using sensitivity and discretion to ensure that it does not result in young people being put at greater risk.
- Ensure that they have been sufficiently involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management.
- Ensure that you understand and fulfill the role and responsibilities that you have been assigned and how these integrate with other staff.
- Contribute to the evaluation of all aspects of the activity/visit, both during and after the event.

**Governors to ensure that:**

- They have access to employer guidance as well as establishment policy, and a training package to support it.
- There is an EVC in place that meets with employer requirements.
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements.
- The Educational Visits Policy supports the principles of inclusion.
- There are monitoring procedures in place.