

Educational Visits

Policy

Version	1.2
Approving Body	Trust Board
Date ratified	July 2022
Date issued	July 2022
Review date	July 2023
Owner	Director of School Improvement
Applies to	All Trust Schools, all Trust Staff

Version	Date	Reason
1.0	May 2018	To establish a Trustwide policy
1.1	July 2020	Revisions in line with DfE policy
1.1	July 2021	Revisions in line with DfE Policy – no changes made.
1.2	July 2022	Annual review. No changes made - DfE Statutory guidance has not been updated.

This Wimborne Academy Trust Policy applies to the Trust as a whole and to all the schools in the Trust, in accordance with the Equalities Policy, vision, values and strategic outcomes of Wimborne Academy Trust. Wimborne Academy Trust, including all the schools within the Trust, their Trustees, Academy Committee Members and staff, must abide by this Policy.

This Policy describes Wimborne Academy Trust's policy and provision for supporting pupils at school with medical conditions and has been produced in accordance with DfE guidance and Articles of Association of Wimborne Academy Trust. This Policy is subject to the Scheme of Delegation. If there is any ambiguity or conflict then the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation or implementation of this Policy, the CEO must be consulted.

Herein:

- 'The Trust' means Wimborne Academy Trust.
- 'School' means a school (academy) in Wimborne Academy Trust.
- 'Trustee' means a Trustee of the Trust and member of the Board of Trustees, which is the legal governing board of the Trust; a Trustee is also a Director of the Trust.
- 'Governing body' and 'LGB' means a local academy committee that is a committee of the Board, and 'governor' means a member of a local academy committee.
- 'Headteacher' means the principal of the school.
- 'CEO' means the chief executive officer of the Trust (or an executive officer to whom they have delegated specific authority to act on their behalf).

1.1 Routine visits

These involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom.

1.2 Trips that need a risk assessment and extra planning

These are trips not covered by school policies. This could be due to things like:

- the distance from school
- the type of activity

- the location
- needing staff with specialist skills

Sometimes a school may just need to review its current plans or arrangements that were successful on previous trips. However, some trips will need risk assessments, detailed planning and informed approval of headteachers or academy committees. The person given the job of managing this should:

- have the [skills, status and competence needed for the job](#)
- understand the risks involved
- be familiar with the activity

Plans should be proportionate and sensible, focusing on how to manage genuine risks.

2. When to get consent from parents

A school must always get written consent for nursery age children.

For children over nursery age, written consent is not needed for most trips, as they're part of the curriculum. However, it's good practice to tell parents about them.

Written consent is usually only needed for trips that:

- need a higher level of risk assessment
- are outside normal school hours

Ask parents to sign a copy of [our consent form](#) when their child enrolls. This will cover them for their whole time at the school.

Schools should still tell parents about these trips and give them the opportunity to withdraw their child.

3. Using outside organisations

Schools using an outside organisation to provide an activity must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the [Learning Outside the Classroom Quality Badge](#) to organisations who meet nationally recognised standards. Schools can [check if an organisation holds the LOtC Quality Badge](#).

If an organisation does not hold the badge, the school must check that they're an appropriate organisation to use. This could include checking:

- their insurance
- that they meet legal requirements

- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children.

4. Adventure activities: caving, climbing, trekking, and watersports

These kind of activities should be identified and risk assessed as part of the visit beforehand. Staff managing or leading visits must not decide to add such activities during the trip.

Always consider the abilities of the children when assessing risk.

Organisations need a licence to provide some adventure activities. Organisations who hold the LOTC Quality Badge should hold a licence for the activity they provide.

[Find out more about licensing](#) on the Health and Safety Executive (HSE) website.

Watersports

When planning watersports, consider the need for:

- instructors
- lifeguards

Schools should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

5. Trips abroad

Trips abroad can have extra risks and need a higher level of risk assessment.

Schools should make sure any organisation that is providing activities holds the LOTC Quality badge or similar local accreditation.

The HSE does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, like risk assessments. School staff could also be liable under civil law for any injuries to the children due to negligence.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, follow the guide to the [British Standard for adventurous activities outside the United Kingdom](#) as the basis for the planning and risk assessment. Organisations employed by the school should follow this too. If they have LOfC Quality Badge then they follow this standard.

Schools should consider the Foreign and Commonwealth Office's detailed guidance on [safer adventure travel and volunteering overseas](#) when organising adventure visits abroad. A [teachers' pack](#) is also available.

6. Knowing what to do in an emergency

Schools should have an emergency response plan that covers what to do if there is an incident away from school. Schools should also have a communications plan that covers how routine communications should be handled, including regular check-ins and calls to reassure people.

Trip leaders should be familiar with these plans.

Schools can get advice on these plans from their outdoor activity adviser or the [OEAP website](#).

7. Evaluating trips

Set up a clear process for evaluating all visits once they have been concluded from the planning through to the visit itself. Schools should keep a record of any incidents, accidents and near misses.

This will help the school:

- evaluate whether its planning has worked
- learn from any incidents which took place

8. Educational visits coordinators

Schools should appoint an educational visits coordinator (EVC) and make sure they have the training they need. The headteacher has this duty if there is no coordinator. Local authorities or academy trust outdoor education advisers can advise on appointing and training coordinators.

The coordinator works with the local outdoor education adviser to help their colleagues in schools to assess and manage risks.

The coordinator should:

- be an experienced visits leader
- have the status to be able to guide the working practices of other staff
- be confident in assessing the ability of other staff to lead visits
- be confident in assessing outside activity providers
- be able to advise headteachers and academy committee members when they're approving trips
- have access to training, advice and guidance

Coordinators can also get guidance on the [OEAP website](#).

Appendix 1 - Consent form

Consent form for school trips and other off-site activities

Please sign and date the form below if you are happy for your child, <name of the child>:

- a) To take part in school trips and other activities that take place off school premises;
- and
- b) To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
 - all visits (including residential trips) which take place during the holidays or a weekend
 - adventure activities at any time
 - off-site sporting fixtures outside the school day,
 - all off-site activities for nursery schools.
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information

Details of any medical condition that my child <name of child> suffers from and any medication my child should take during off-site visits:

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Signed.....

Date.....

Appendix 2

EDUCATIONAL VISIT RISK ASSESSMENT FORM

(This form should be completed, in addition to any generic risk assessments that might be used, if there are any specific risks associated with the particular activities undertaken, the actual locations visited, or any individuals involved).

School Name:	Group Leaders Name:	Ages/Year Group(s) of Students:
Insert school's name		
EDUCATIONAL VISIT DETAILS		
Educational Visit Date:		
Location:		
Event/ Activity		
Generic risk assessments to be followed for this visit (please list below): e.g. Travel by Coach		

<p>Specific Individuals at Risk</p> <p>(i.e. Staff or students who may be particularly at risk of harm, or who might present a hazard to others – include risk factors)</p> <p>e.g. Fred Smith - occasional epileptic seizures</p>	<p>Control Measures</p> <p>(i.e. what steps are being taken to reduce the risk of the hazard?)</p> <p>e.g. Fred Smith – regular checks, ensure medication taken, staff/students aware and trained</p>
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<p>SIGNIFICANT HAZARDS (i.e. how might people foreseeably be harmed?)</p> <p>(e.g. Fast incoming tides, trapped, drowning or fall from cliff)</p>	<p>CONTROL MEASURES (i.e. what steps are being taken to reduce the risk of the hazard?)</p> <p>(e.g. Ring Coastguard – check tides and weather – inform of visit – depart from beach 2 hours before high tide)</p>	<p>COMMENTS or EXTRA ACTION REQUIRED BEFORE DEPARTURE</p> <p>(e.g. Check if “Spring Tides”, Add coastguard tel. no. to leader’s mobile phone)</p>	<p>RISK RATING (Low/Med/High) (Take into account both <u>seriousness</u> and <u>likelihood</u> of hazard)</p>

IMPORTANT: The Risk Assessment should be shared and discussed with all the leaders of the visit, and should only be approved once all significant hazards have been identified, the control measures are agreed and will be implemented, AND the overall risk ratings are considered acceptable. In most circumstances, if the Risk rating is considered “Med” or “High”, the activity/event should be cancelled, or additional control measures put in place to reduce the risk to “Low”.

Risk assessment completed by:		
Name:	Position:	Date:
Risk assessment approved by:		
Group Leader’s Name:	Position:	Date:
Educational Visits Coordinator:	Position:	Date:

EMERGENCY PLAN PROCEDURES

The following provides information to be used by the group leader in the event of an emergency.

Educational Visit:	
Date of Visit:	
Group Leader:	
Emergency plan for:	
Loss of transport provider:	
Loss of residential provider:	
Serious accident/illness during visit:	
Senior management contact details:	