Educational Visits Policy

Capel St. Mary CEVC Primary School

The Street, Capel St Mary, Ipswich, Suffolk IP9 2EG

Tel: 01473 310386
E:mail admin@capel-st-mary.suffolk.sch.uk
Website: www.capel-st-mary.suffolk.sch.uk

Care
Achieve
Persevere
Enjoy
Learn

Suffolk County Council

Capel St Mary CEVC Primary School

Educational Visits Policy

1 Introduction

1.1 The Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any staff member of Capel St Mary CEVC Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

Staff members planning visits are directed to the 'OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom'. There is a wealth of information relevant to a range of roles at: www.oeapng.info/

The DfE guidance : Health & Safety on Educational Visits (Nov 2018) The 8 key points addressed in this document have been embedded in this policy.

1.2 Our approach to educational visits and experiences is informed by the school's Christian vision, which is based on the parable of the mustard seed.

"Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you." *Matthew 17:20*

Our vision is that every child can achieve great things; through nurture and support, all pupils are ready to learn, to flourish and to succeed.

At Capel St Mary CEVC Primary School, our core purpose is to promote the best interests of the child, working in partnership with parents and other professional services. Capel St Mary is a compassionate, Christian school and we seek to model the school's Christian values through providing appropriate, effective support for individual children and the whole school community.

The school promotes strongly our Christian Values and our caring ethos through educational visits and experiences. In the context of educational visits, the school's Christian vision and values are particularly relevant to fostering positive relationships and the importance of inclusion, ensuring all children benefit from planned activities as far as possible. Visits also provide opportunities for all children to flourish by developing different skills and encompassing a range of interests and experiences.

A key part of our approach is the **inclusion** of all pupils. All pupils have an entitlement to participate and school staff members must be mindful of our duties under the Equalities Act 2010. Pupils should be supported to access opportunities through reasonable adaptation whenever possible.

2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender, differences in ability or other characteristics protected in law. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Capel St Mary Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

2.3 High quality outdoor learning has a range of benefits, including improved health, wellbeing, confidence, social and emotional awareness, leadership and team skills and motivation for other learning.

3 Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there may be a corresponding programme of activities, which could include visits by specialists. Examples may include:

- English – theatre visits, visits by authors, poets and theatre groups
- Science – use of the school grounds, visits to local woods and parks
- Mathematics – use of shape and number trails in the local environment
- History – castle visits, study of local housing patterns, museums
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality
- PE – range of sporting fixtures, extra-curricular activities
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear
- Design and technology – work with local secondary schools or businesses
- Computing – its use in local shops/libraries/secondary schools etc.
- RE – visits to centres of worship, visits by local clergy.

This list is not exhaustive. Neither does it commit the school to these activities. Rather it is intended to illustrate the type of activity that may be used to enrich and enhance the curriculum.

The breadth and content of the curriculum, and wider provision for it, are continuously under review. Trips and experiences will change to reflect this and as a result of availability and previous trip evaluations.

There are three types of school visit:

1. Routine visits in the Local Learning Area (see Appendix 1)
2. Trips during the day in the UK that do not include an ‘adventurous activity’

3. Visits that are either overseas, residential, and/or include an ‘adventurous activity’

4 Roles and gaining approval for a trip

4.1 **Governors**

Capel St Mary CEVC Primary School is Local Authority Maintained School. As part of their responsibility for the general safety, health and wellbeing of the school’s pupils and staff members, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors and the Local Authority (via the Evolve system) must approve any ‘type 3’ visit that is overseas, residential and/or includes and ‘adventurous activity.’ It is good practice to also seek Governor approval for trips involving travelling a significant distance from school and visits to locations with a raised threat of terrorism, including London. The Governors delegate the Headteacher the responsibility to approve all other visits including Local Area Visits.

The Governors have adopted a charging and remissions policy, which is published on the school’s website.

4.2 **The Headteacher or Educational Visit Co-ordinator**

DfE guidance : Health & Safety on Educational Visits (Nov 2018 Section 8)

Please note that at Capel St Mary CEVC Primary School, the Headteacher is also currently the Educational Visits Co-ordinator (EVC). Leadership roles in school are frequently reviewed and this is subject to change.

Please note that the school’s Office Manager oversees much of the practical organisation and preparation for school visits, including the preparation of written risk assessments, which are signed off by the Headteacher / EVC and uploaded to the Evolve system. In order to support the Office Manager in this role, both the EVC and Office Manager have undertaken EVC training with Evolve and have knowledge and understanding of both the Evolve system and how to undertake appropriate risk assessments.

The role of the EVC is to support, to guide and to check that processes are being followed.

The Headteacher / EVC:

4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

4.2.3 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010

4.2.4 should ensure the suitability of all staff appointed to the visit.

4.2.5 should ensure that the visit leader fully understands his/her responsibilities.

4.2.6 should implement effective emergency contact arrangements.

4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

4.2.8 should have a system in place to record, audit and monitor school off-site visits.

4.3 **The Visit Leader**

The Visit Leader must obtain outline permission in principle from the Headteacher for a school visit, prior to making any financial commitments.

Responsibilities of the visit leader include:

4.3.1 **researching** the proposed trip, including giving consideration to the trip's purpose and establishing whether providers have the Learning Outside the Classroom (LOtC) Badge and, if not, seeking appropriate assurances and risk assessments. Research should include providers' insurance details and terms and conditions as appropriate.

4.3.2 **planning** and organising the trip, including ensuring there will be adequate supervision and ensuring that the trip will benefit pupils through its educational purpose and/or opportunities for personal development.

4.3.3 **preparing** for the trip, including writing appropriate risk assessments and ensuring Emergency Procedures and contacts are available for all staff and volunteers.

4.3.4 **obtaining consent and approval** from parents and the EVC / Headteacher as appropriate.

4.3.5 **managing risks** through preparing and sharing risk assessments appropriately but also *dynamic* risk assessment and management *during* the visit.

4.3.6 **a duty of care** for children throughout the visit. Whilst leading the visit, the visit leader is, in effect, representing the Headteacher and holds delegated responsibility for health and safety and the duty of care.

4.3.7 **briefing** and managing pupils, staff members and volunteers / escorts before and during the visit.

Visit leaders may designate another staff member or volunteer to be an assistant visit leader. They may also delegate responsibilities, e.g. for first aid. Visit leaders may delegate particular tasks. For example, at Capel St Mary School, the Office Manager may be asked to research costs or prepare written risk assessments.

Visit leaders must obtain 'outline approval' from the Headteacher / EVC before making any bookings or committing any finances. Sufficient time must be allowed for approval to be sought from the Headteacher and Governors if appropriate.

At Capel St Mary CEVC Primary School, we use the **EVOLVE** online educational visit tool to plan, log, approve and audit educational visits. Risk assessments are uploaded to the system as necessary. Visit leaders must go through the EVOLVE electronic submission process for the following:

Overseas	**Yes** and formal approval by	EVC and Head
Residential	**Yes** and formal approval by	EVC and Head
Adventurous	**Yes** and formal approval by	EVC and Head
Day Visits with transport	**Yes** and formal approval by	EVC / Head
Local Area Visit	**Yes** and verbal approval by	EVC / Head

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

5 Risk assessments and ratios

After considering the reasons for the visit, the visit leader should consider whether any written risk assessments are necessary. Non-complex activities in the Local Learning Area (Appendix 1) should not need further risk assessments. More complex and / or distant activities need a specific risk assessment. A simple model risk assessment can be found at Appendix 5 (alternate formats may be used).

Risk assessment must be manageable and not a barrier to undertaking educational visits. Health and Safety legislation requires recorded risk assessments but does not specify how these should be conducted or recorded. Complex formats are not required and could even be a barrier to suitable risk assessments being created and / or followed. Essentially, a risk assessment must simply identify potential risks and the actions taken to reduce them. Provider-led activities do not require long risk assessments because the visit leader will hand over responsibility for the activity to the provider.

When considering the 'complexities' of a trip and preparing risk assessments, visit leaders should consider the STAGED approach:

- **S**taffing, including competence and skills;
- **T**ransport – how?
- **A**ctivities – specialist? If they have the Learning Outside the Classroom (LOtC) Badge, they have been independently assessed;
- **G**roup – age, competence, maturity, behaviour, size;
- **E**nvironment – risks and the level of supervision required for different locations;
- **D**istance from school.

It is good practice for the visit leader to consider the STAGED approach to risk assessment alongside their team of staff members who will accompany them on the trip. This is a preferred approach to one person working in isolation and hoping that others will read and follow the risk assessment.

Generally, there is no 'correct' answer in relation to pupil-to-staff **ratios**. Usually, it is not possible to set down definitive staff/participant ratios for a particular age group or activity. Appropriate levels of staff should be based on the risk assessment and the factors below. When making decisions about **ratios**, staffing and supervision, visit leaders should take into account:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is to take place;
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;

- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

The exception to this is the Early Years Foundation Stage. The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children aged up to five. The appropriate ratio during an outing may be higher than the legal minimum; as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing.

See OEAP guidance notes 4.3b for further information about ratios and supervision and 4.3g regarding risk management.

At least one supervising adult must be appropriately trained and able to administer first aid.

6 Parental Consent

Schools are not required to obtain consent from parents for pupils to participate in off-site activities that take place during school hours and which are a normal part of a child's education, such as local studies and visits to a museum or library (Education Act 2002 section 29). Teachers should be conscious that asking for consent when it is not necessary can give parents the impression that they can withhold consent or withdraw a child from an activity, so this should be avoided. While parents do not have the option to withdraw their child from the school curriculum, it is good practice to inform parents that a visit or activity is to take place and of any extra safety measures required.

When parental consent is required, the school seeks the consent from the resident parent (i.e. the parent who lives with a child) unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.

Parental consent is needed for all visits organised by establishments other than Capel St Mary CEVC Primary School. Additionally, consent is needed for visits taking place outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity.

Visit leaders are responsible for seeking parental consent where necessary and ensuring that consent for all pupils has been received in advance of the trip. It is acceptable to gain verbal consent via telephone for last-minute opportunities or circumstances when a parent has not provided consent in writing. Staff members must keep a note of the call and who gave consent.

Visits that involve a charge, or that include payment or cancellation terms, will need agreement by parents to the financial arrangements and so visit leaders may obtain specific consent for such trips and visits at the same time.

See OEAP National Guidance Document www.oeapng.info 4.3d-Parental-Consent and DfE guidance: Health & Safety on Educational Visits (Nov 2018 Section 2) for further information.

7 Visit check-list

Visit leaders should be aware of the checklist (Appendix 7), from OEAP guidance note 3.3e. This list is designed to be a prompt for visit planning, and a final check. The relevance of each point, and the complexity of the responses, depends on the nature of the visit. Information about good practice can be found elsewhere in OEAP National Guidance (the numbers in brackets refer to some relevant documents). It is recommended that visit leaders complete this checklist prior to leading a trip.

www.oeapng.info 3.3e-Visit-Leader-Check-List

8 The visit

8.1 On the day

For complex visits outside the Local Learning Area, the Visit Leader must take all documentation and leave copies in the school office:

- an amended list of children attending and going on the visit.
- full list of escorts and staff and groups of children for which they are responsible.
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure they have taken bags, lunchboxes and other necessary items, e.g. clipboards.
- take mobile phone.
- take first aid kit, sick bucket (if travelling distances by coach), inhalers and other relevant medication e.g. EpiPen.
- Copies of Emergency / Critical Incident cards given to all leaders.

8.2 During the visit

All children must be kept in supervised groups at all times. Groups may be separate from one another but there must always be a supervising adult. At Capel St Mary CEVC Primary School, we **do not** operate 'remote supervision', allowing pupils to engage in activities individually, in pairs or in small groups without adult supervision while out in public spaces and mixing with members of the public.

There should be a system in place to safeguard young people at all times. For example, if toileting issues arise, the visit leader must manage the situation so that children are not sent alone.

Courtesy to the public must be shown at all times. For example, care must be taken not to block pathways or cause disturbances. Pupils should be briefed in advance about showing respect to people and property. Pupils must also be briefed about expectations for following instructions and regarding travel, e.g. wearing seatbelts.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible. Every escort must be given an emergency procedures card. This will have the school's contact details and action plan in case of an emergency.

8.3 On return

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to an agreed collection point, e.g. an area of the playground, where children can be collected by parents and the visit leader can check them off, thus ensuring that each child departs with known parent or neighbour.

8.3.2 A member of staff must remain with uncollected children until all parents have arrived and all children have departed.

9 Financing the visit

Please note that the school has a separate Charging and Remissions Policy.

The school must not charge for:

- Education provided during school hours.
- Education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- Transport provided in connection with any educational visit of this type.
- Supply teachers to cover for teachers who are away from school on a visit.

The school may charge for optional extras, which include:

- Education provided outside of school time that is not:
    - Part of the National Curriculum.
    - Part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school.
    - Part of religious education.
- Board and lodging for a pupil on a residential visit.
- Extended day services offered to pupils (e.g. activity clubs).

The restrictions on charging **do not prohibit the school** from seeking **voluntary contributions** in support of an activity or visit. Pupils must not be treated differently according to whether or not their parents have made any contribution and will not miss a trip because parents do not make a voluntary contribution if that trip goes ahead as planned. There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus, voluntary contributions may be used to subsidise pupils of lesser means and to pay the travel and accommodation costs of accompanying teachers.

If there are, or are likely to be, insufficient voluntary contributions, the school may not proceed with planning an educational visit or trip. If sufficient financial support is not forthcoming, an arranged visit may have to be cancelled. In the event that a trip is cancelled, the school will seek to reimburse parents, less any non-refundable deposits.

Where there are significant expenses, e.g. for a residential trip, the school will arrange payment plans with parents to spread the cost over a period of time wherever possible.

See OEAP guidance note 3.2c for further information, including what constitutes ‘school time’ and ‘out-of-school time’.

10 Insurance Provision

The school buys into insurance provided by the Local Authority, which covers educational visits. Visits must be logged on the Evolve system to ensure they have been checked in advance.

11 Transport

Where relevant, visit leaders should refer to OEAP guidance notes (4.5a Transport – General Considerations; 4.5b Transport in Mini-buses; 4.5c Transport in Private Cars) for clear advice and information. These are kept up-to-date on the OEAP website.

When planning for outdoor learning, off-site visits and learning outside the classroom, visit leaders should consider transport issues. Statistics demonstrate that it can be more dangerous to travel to an activity than to engage in it. The mode of transport can make a major contribution to a visit's learning opportunities. In deciding where to go and how to travel, visit leaders should consider the cost (and, therefore, barriers to engagement), convenience, safety, the environmental impact, accessibility and distance.

The following modes of transport may be appropriate:

- Walking – this is likely to be most appropriate in the Local Learning Area.
- Cycling – this would require all participants to have evidenced the appropriate levels of skill and safety, e.g. through Bikeability, and visit leaders must be able to ensure that bicycles have been maintained and checked appropriately.
- Hiring a vehicle, e.g. a coach or mini-bus, from a reputable organisation that also provides a driver.
- Using a vehicle that is owned or hired as self-drive by the school or its employer (Capel St Mary does not currently own any vehicles or have access to vehicles owned by the Local Authority), and is driven by school staff or volunteers. In this case the school is responsible for ensuring that the vehicle is safe, the driver is competent, and that both vehicle and driver meet all relevant legal requirements.
- Parents providing transport to a venue in their own private vehicles for their own child. There must be a clear handover of the responsibility for the supervision of children between school staff and parents, so that it is clear at all times who is responsible. This handover should match the way that handovers are routinely managed at the beginning and end of the school day. For example, if parents are transporting children to a museum for a visit organised by school, taking a register at the start of the visit and reporting any absences to the school office for follow up.
- Transporting pupils in privately-owned cars, which may be owned by staff members, volunteers or parents. Very careful consideration should be given before allowing a driver to be alone with a child, as this could leave both of them vulnerable. Circumstances where this might be acceptable are in the event of an emergency or other unforeseen circumstance where the child would otherwise be at greater risk. Except in such emergency circumstances, it is school policy that a pupil should not be alone with a single adult in a vehicle. **The responsibilities of the school depend upon its role in making arrangements and who is driving the vehicle**. Option A (see below) is the preferred option if privately-owned vehicles are used. When school is involved in organising and arranging transport in private cars (Option

B), the school has a legal duty of care, and may be liable in the event of a claim following an incident.

- **(Option A) Parents are asked to organise transport in privately-owned cars**, which may involve some parents providing lifts for children other than their own. If this is the case then the school should make clear that it will not be involved in making these arrangements and will not have any responsibility for them. There must be a clear handover of responsibility at venues. The visit leader must consider transport for any pupils whose parents cannot make their own arrangements. This is the preferred option if private vehicles are used.
- **(Option B) The school organises transport in privately-owned cars**, which may be driven by employees or volunteers. If the driver is not an employee, they are engaged as a volunteer through the school's normal procedures, such as having an enhanced DBS check if appropriate. The driver must be made fully aware of their duty of care and any agreed responsibilities for supervision. Parents must be informed of the transport arrangements. The school must obtain evidence that:
  - The vehicle is safe. This means that it holds a valid MOT certificate.
  - The driver is suitable. This means that they hold a valid licence for the type of vehicle.
  - There is a valid insurance policy covering the driver and the vehicle for the intended use. This may require that the driver has 'business use' cover. The driver must check with their insurance company if unsure whether they require 'business use' cover.

12 Emergency / Critical Incident Procedures

See Appendix 2. These procedures are based on OEAP National Guidance.

All adults supporting pupils, including volunteers, must carry the school's Emergency Procedures (Appendix 2) and Emergency Contact Information (see Appendix 3) so that they can act swiftly and appropriately in the event of an incident. It is important that all supervising adults have this information to hand in case they become separated from the visit leader, especially if the trip involves any remote or small-group supervision. It is the responsibility of the visit leader to ensure that these are distributed to all adults supporting the trip and these should be collected in after the trip so that volunteers do not keep contact information.

On return, the visit leader must comply with the school's normal accident reporting procedures.

DfE guidance : Health & Safety on Educational Visits (Nov 2018 Section 6)

Please note that the visit leader should take a mobile phone to use in emergencies. The school may provide a school mobile phone; the school mobile phone number can be added to the Emergency Contact Information as a way of contacting the visit leader.

The Emergency Employer number is the school's number (01473 310386). If there are no parental volunteers, it is acceptable to use a senior leader's personal number as an alternate.

13 Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Headteacher and the Governing Body.

Visit leaders use the evaluation tool on Evolve to record evaluations of visits. This is not necessary for trips undertaken very regularly and frequently in the Local Learning Area, such as weekly swimming lessons, unless there is something significant to report.

Residential trips may be followed-up by surveys of pupils and parents, which inform discussions with school leaders and the Governing Body about future educational visits.

DfE guidance : Health & Safety on Educational Visits (Nov 2018 Section 7)

14 Policy Links and Guidance

This policy should be read alongside the school's policies for Child Protection & Safeguarding, Equalities and Accessibility, Behaviour, Administering Medicines and Charging and Remissions. Visit leaders should also be aware of DfE H&S advice on legal duties & powers November 2018.

The Outdoor Education Advisers' Panel (OEAP) provides detailed guidance on all aspects of educational visits. The Health and Safety Executive and the Department for Education refer to OEAP.

Visit leaders must be familiar with where they can locate the most up-to-date guidance. Links to all guidance documents noted can be accessed via the www.oeapng.info site. To access the most current guidance, use the keyword search to locate any document.

The school also has access to an OEAP adviser, who can answer queries regarding educational visits. The school's regional adviser can be found via the 'Find an OEAP adviser' tab on the OEAP website.

Visit leaders should also be aware of DfE guidance:
Health & Safety on Educational Visits (Nov 2018 Section 8)

Reviewed: December 2025

Date of Next Review: Autumn 2026

Appendix 1

Capel St Mary CEVC Primary School Local Learning Area

General

A **Local Learning Area (LLA)** is a designated geographical zone, usually within walking distance of a school, where educational activities can happen spontaneously as part of the regular curriculum, requiring less formal planning and parental consent than off-site trips. Think of it as an extension of the classroom, using local parks, libraries, shops, or even specific street corners to provide real-world context for lessons (e.g., history walks, science observations). Visits/activities within the 'Local 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:

- **Must be recorded on EVOLVE via the 'Local Area Visit' module.** If this is not possible for any reason, then visit leaders must use the signing-out sheet (Appendix 4).
- Do not require parental consent. *(While it is not necessary to seek consent for trips within the Local Learning Area, parents must be informed via emails / letters when there are planned excursions from the school site. It is **NOT** necessary to do this repeatedly for regular, expected excursions, e.g., a weekly swimming lesson.)*
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the Local Learning Area are shown on the map at the end of this document. This area includes, but is not limited to, the following frequently used venues:

- *St Mary's Church*
- *Other local churches accessed on foot from Capel St Mary School, i.e. Days Road Church and the Methodist Church*
- *Garden centre*
- *Nature reserve*
- *Local shops, including the Co-Op*
- *Village Hall*
- *War Memorial*
- *Library*
- *Playing Field*
- *Local walks accessed on foot from the school that are accessible via roads with pavements and public footpaths*

'No-go' areas within the Boundaries

- BT telephone exchange building
- Roads beyond Days Road Church leading to the mushroom farm (no pavements – route would require separate risk assessment)
- Allotments (route would require separate risk assessment)

Operating Procedure for Local Learning Area

(Below is a generic risk assessment for these routine activities)

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

- Road traffic
- Other people
    - members of the public, e.g. other pedestrians or users of public facilities
    - pet animals, particularly if visiting the playing field
- Losing a pupil
- Uneven surfaces and slips, trips, and falls

- Weather conditions
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc)

These are managed by a combination of the following:

- The Headteacher (also the Educational Visits Co-ordinator), Deputy Headteacher or a Senior Teacher must give verbal approval before a group leaves.
- Only staff members judged competent to supervise groups in this environment are approved. All existing teachers, Higher Level Teaching Assistants and teaching assistants are judged competent. If this is ever not the case, a list of approved staff members will be maintained by the Educational Visits Co-ordinator and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and this document is published on the school website alongside the Educational Visits Policy.
- There will normally be a minimum of two adults. *If this is not the case, this should be agreed verbally with the Headteacher (Educational Visits Co-ordinator), who will decide if additional risk assessments need to be completed. Decisions are based on the group size, the area, the distance from school, identified hazards, any known issues that may impact on supervision (e.g. physical health of staff members) and the age / maturity of the pupils.* Parents / carers may be asked to volunteer as additional adults.
- Staff members are familiar with the area, including any 'no-go' areas, and have practised appropriate group management techniques.
- Pupils have been trained and have discussed / practised standard techniques for road crossings in a group in an age-appropriate way.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. The visit leader must decide in advance on the appropriate action as this may depend on the specific location and nature of the trip. In most circumstances, the appropriate action in the Local Learning Area is for pupils to wait where they are when they realise that they are separated. Adults retracing the route taken will be more likely to find the missing pupil if they have waited than if they attempt to return to school or find help.
- All remotely supervised work in the Local Learning Area is done in small supervised groups as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available. A portable first aid kit must be taken.
- Staff will record the activity on EVOLVE (Local Area Visit module), except in the case of regular, weekly swimming sessions (while it is not necessary to record this on Evolve every week, it is essential to leave via the school's front entrance so that administrative staff can record that the class / group has left the school site).
- A mobile is taken with each group and the office has a note of the number.
- Pupils must be briefed on not picking up unfamiliar objects and not litter-picking by hand. In particular, this relates to needles and other items related to drug use and is especially important to discuss if visiting the skate park. In order to support the pupils' own awareness of safety and personal risk management, this should be discussed openly with pupils in upper Key Stage 2 as part of PSHE, as well as during trip briefings as they must learn to keep safe when visiting local areas independently.
- Appropriate personal protective equipment is taken when needed (e.g. gloves).

IMPORTANT

- *When crossing The Street (main road through Capel St Mary), the pedestrian crossing close to the school is ideal, e.g. if pupils are going to the playing field or war memorial. Particular care must be taken if needing to cross near the shops (e.g. if visiting the shops before going to the playing field) due to parked cars and traffic congestion*
- *Pupils must be informed that they are not allowed to use the vending machines at the Co-Op.*

Capel St Mary Local Learning Area Map



Please note: Pupils are not to walk near the A12 dual carriageway, the petrol station or the underpass.

Appendix 2

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.

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;
- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is;
- 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 until approval is given.

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:

- 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:

- 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), for example:

- Tour operator/travel company/activity provider/accommodation provider;
- Travel insurance emergency assistance;
- Social services;
- Consular Assistance Team (if overseas).

See numbers below.

Appendix 3

Emergency Contact Card

Visit Leader	School mobile phone number:
Assistant Leader	
Establishment Emergency Contact	
Establishment – alternative numbers	
Employer Emergency Contact	01473 310386
Employer – alternative numbers	
Emergency Services in UK	999 or 112 *You can text 999 if you have previously registered to do this*
Emergency Services in countries to be visited **(***in some countries there are different numbers for different emergency services)*	
Foreign Office Consular Assistance	+44 20 7008 1500
Travel Insurance Emergency Assistance	
Other useful numbers	
Emergency Rendezvous Point	

Appendix 4

Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues (for use if the activity is not recorded on Evolve).

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (eg pupil medical/behavioural needs)	

Appendix 5

Generic and Site/Person specific risk assessment

Generic Risk Assessment for Off-site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

1. Significant Hazards and Identification of Risks: *Those hazards and risks that may result in serious harm or affect several people*	**2. Control Measures:** *Controls, including relevant sources of guidance*

Appendix 6
Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively

Action by Visit Leader

Establish nature and extent of emergency.

Identify people involved and any casualties.

Any Casualties?

Member of staff to accompany them to hospital with relevant medical details.

Staff name and contact number? .....

Check your group

Are the group safe?

Are all group members accounted for?

Are all leaders present?

Notify Establishment Base Your establishment emergency contacts

Name:……..Tel…….. Mobile…….

Name:……..Tel…….. Mobile…….

Information needed:

What happened? When – date & time? Where – location?

Who was involved? Names of all involved Action taken thus far

Agree contact numbers to use and pattern of future contact.

Action by Establishment

Launch the critical incident plan

Follow and adapt if necessary.

Involve outside support if required

Is this a Critical Incident?

YES

NO

Agree actions with Visit Leader, e.g.
Contact with parents?

Seek advice from Education Officers?

Seek advice from OE Advisors?

Media management by establishment?

Insurance?

Ongoing

Record of incident; paperwork

Follow up

Appendix 7

Visit Leader Checklist

The numbered references below relate to The Outdoor Education Advisers' Panel (OEAP) guidance documents. Visit leaders must be familiar with where they can locate the most up-to-date guidance. Links to all guidance documents noted can be accessed via the www.oeapng.info site. To access the most current guidance, use the keyword search to locate any document.

General

o The intent of the visit is clear, integral to the establishment's curriculum/programme, and focuses on the learning and development of the participants (4.3a).
o The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks (4.3c).
o There is access to first aid appropriate to the group and environment (4.4b). o Suitable insurance is in place (4.4c).
o There are alternative options (a 'Plan B') as necessary (4.1a).
o There are emergency procedures for which leaders and emergency contacts have been prepared (4.1c, 4.1g).
o I have access to sufficient funds and an effective means of communication in case of emergency. o External providers and facilities meet expected standards (4.4g).
o Any contract with a provider is satisfactory and has been agreed by an authorised person in my establishment (3.2i).
o The visit meets the requirements of my employer and establishment.
o Evaluation and review arrangements have been agreed (4.2c, 5.1d).

Staffing

o I am clearly identified and approved as the Visit Leader and am aware of my responsibilities (3.4k).
o All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved (3.2d, 4.2a).
o There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies (4.3b).
o If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff (4.4h).
o Leaders and helpers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them.
o If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
o I have kept my Educational Visits Coordinator (EVC) informed during the planning process.

Activities

o The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants.
o The risks involved in specific activities have been considered (7a to 7z).
o The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities.
o There is sufficient suitable equipment available.
o Travel/transport arrangements are appropriate (4.5a).

Group

o Parents have been fully informed about the visit, and have given their consent if this is required (4.3d).
o Any contracts with participants/parents, including any charges, meet my establishment's requirements (3.2c, 3.2i).
o Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider (4.4j).
o Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.
o Plans for the visit comply with current guidance about epidemics (such as coronavirus 4.4k).
o Participants have been well informed about what is expected of them. o Safeguarding issues are addressed (4.3e).
o Inclusion issues are addressed (3.2e, 4.4i).
o Medication issues are addressed (4.4d).
o Dietary issues are addressed.

Environment

o Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered (7i, 7j).
o Accessibility issues are addressed (4.4i).
o I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources (4.4g).
o Where remote supervision will be used, the environment is suitable (4.2a).
o Any accommodation is safe and suitable (4.2b).
o If visiting overseas, documentation and other issues are addressed (7r).
o Security is addressed, especially for residential and overseas visits (4.2b, 7r).
o The risk of terrorism has been considered (4.4e).

Finally

o My decision is that this visit is well prepared and should take place.
o The visit plan has been approved by my establishment/employer if required.