



# **Educational Visits and Journeys**

**Updated February 2024**

At All Saints Academy, it is our vision to provide the 'good soil' for every member of our community to develop deep roots and **flourish** as a unique individual and achieve their full potential. With the highest of expectations, we nurture and develop each individual so that they can explore who they are and make a positive contribution to our local community and the wider world.



**A loving place where we all care, learn and grow together.**

Our vision and values are central to all that we do. They are promoted through our curriculum, they run through our policies and they inform our day to day decision making.

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At All Saints Academy we seek to ensure that every pupil has access to a wide range of educational experiences as an entitlement. As part of this entitlement, we recognise the significant educational value of visits and activities which take place away from the immediate school environment.

Visits and off-site activities support, enrich and extend the curriculum in many subject areas, encourage co-operation, team work and the application of problem solving skills and develop independence and self-confidence.

Residential opportunities, physical challenge and adventure can have a particular part to play in the development of personal and social qualities for all young people. Outdoor education helps young people to be physically active and to understand how to assess and manage risk.

The management of visits and off-site activities places particular responsibilities for the health, safety and welfare of all participants on the Governing Body, head teacher, party leader, members of staff and volunteers, pupils and parents. The school also has responsibilities to other members of the public and to third parties. This policy on visits and off-site activities therefore complements the wider school health and safety policy.

### **Roles and Responsibilities**

The Governors and Head Teacher accept their responsibility under the Health and Safety at Work Act 1974 and subordinate health and safety legislation and acknowledge the requirement to ensure that pupils are kept safe whilst on visits and journeys away from the school site.

The Governing Body have adopted and follow the Local Authority's educational visits guidance contained in the most recent edition of "Organising Visits and Journeys for Pupils".

### **BMBC Support for Educational Visits**

The BMBC team responsible for overseeing educational visits and activities includes the Outdoor Education Adviser (OEA), who works closely with the Corporate Health, Safety and Emergency Resilience Unit, the Insurance Section, the Risk Management Section, the Education Service and BMBC officers in other sections and directorates in carrying out this role.

### **The Governing Body**

As part of their responsibilities the Governing Body will take all reasonable, practicable steps to ensure the health, safety and welfare of pupils whilst travelling to and from, and whilst engaged in, activities away from the school site. They will ensure that the tasks undertaken by staff organising school visits and journeys, as set out in the Authority's guidance, are adhered to. The governing body will ensure that a suitable member of staff is identified as Educational Visits Co-ordinator.

### The Head Teacher

The head teacher is responsible for the management and conduct of educational visits and activities for their establishment. They should provide scrutiny and authorisation for all visits which take place.

The Head Teacher will ensure that the guidance in respect of Educational Visits and Journeys is followed by all staff involved in organising visits. The Head Teacher will ensure that all visits and journeys organised by school staff obtain their approval and that approval is obtained from the Local Authority for those visits requiring such approval.

### Educational Visits Coordinator (EVC)

All educational establishments are expected to have identified an Educational Visits Co-ordinator (EVC) who will help the school fulfil its health and safety obligations for educational visits and journeys. All EVCs are expected to attend a BMBC EVC Training course and to keep up to date with developments and good practice in the field of educational visits and outdoor activities.

The school's Educational Visits Coordinator is Miss L Neal.

The EVC will be involved in the planning and management of educational visits including adventure activities led by school staff.

### Visit Leader

The visit leader should be approved by the Head teacher or the governing body.

The competence of the visit leader must be assessed as adequate by the EVC and head teacher to match the nature of the visit. As a minimum, head teachers must ensure that visit leaders have the necessary competencies to ensure the safe management of the visit and that they are able to deliver the educational objectives of the visit.

Any decision by head teachers and the governing body to assign visit leadership to non-teaching staff should be very carefully considered on the basis of their individual abilities, training and competencies rather than cost to the school budget.

The following are some of the criteria that should be considered when determining the suitability of a visit leader:

- Relevant specific experience
- Qualifications
- Familiarity with the venue
- Relationship with the participants
- Working relationship with other staff on visit
- Staff numbers and ratio to participants
- Time available for any necessary preparation

- Contractual or job description implications
- Their willingness to undertake the role
- Their personal/family circumstances, particularly for overnight stays
- Any requirements of the organisation/location to be visited
- Their understanding of the educational objectives of the visit

The visit leader's role must be clearly defined and understood by all adults and pupils involved. If the head teacher accompanies the party, but is not the visit leader, this must be made clear to all concerned. There should be no confusion or ambiguity about who is in charge.

### Other Visit Staff

Other visit staff need to ensure that they understand their roles for the visit and are competent to carry them out. They must act to support the visit leader and must be clear about the educational objectives and safety arrangements for the visit.

### Adult Volunteers

*(Additional information- See Volunteers Policy)*

On occasions, the school may take parents and other adults on visits and journeys. Such adults also owe a duty of care to the children in their charge i.e. they must act as a reasonable parent would in the circumstances.

Their role must be clearly defined. Parent helpers, for example, may have significantly different experience to teachers and other school staff. They may not be familiar with supervising large numbers of children or young people. Therefore, school staff retain primary responsibility for supervising the party at all times.

Adult volunteers should not be left in sole charge of pupils if they have not been subject to suitable child protection checks and are judged to be competent to undertake such a role.

### Pupils and Young People

Pupils have a responsibility to behave sensibly during visits and activities and to follow the directions and instructions of supervising staff. Those whose behaviour is considered a danger to themselves, or other members of the group may be prevented from going on a visit or, whilst on a visit, participating in activities if reasonable adjustments cannot be made to accommodate their behaviour.

### Parents and Carers

Parents and other legal carers should be able to make an informed decision about whether their child should go on a visit, and what the expectations will be of them and their child. In order to do this, we will ensure that parents/carers are given sufficient information in writing. Where residential trips are planned, parents/carers are invited to attend a face-to-face meeting. Informed consent from parents/carers is given prior to pupils taking part in visits and activities.

### Planning principles

Thorough planning and preparation are essential for the safety, well-being and enjoyment of all participants for all visits and journeys. It is necessary irrespective of whether the visit is to a local park, museum or swimming pool or includes a residential stay in the UK or abroad.

The table below gives a breakdown of the stages of organising a visit. The type of visit will determine how much emphasis, time and effort are required at each stage.

Order	Process	People Involved
1	Identify visit purpose and target group	Party Leader, other staff, pupils
2	Obtain initial approval	Party Leader, EVC, Head teacher
3	Consult planning checklists	Party Leader, EVC
4	Determine dates, venues and costs	Party Leader, EVC, external providers, other staff, pupils, parents
5	Liaise with EVC on planning and approval process	Party Leader, EVC
6	Select other competent staff and volunteers	Party Leader, EVC, Head teacher
7	Assess any significant risks and record	Party Leader, EVC, other staff, pupils
8	Organise key elements such as transport, accommodation, food, equipment, insurance	Party Leader, EVC
9	Complete visit planning checklist	Party Leader, EVC
10	Submit for formal approval	Party Leader, EVC, Head teacher, LA
11	Send letters to parents, collect consent forms	Party Leader, other staff
12	Hold parents meetings	Party Leader, other staff, volunteers, parents, pupils
13	Finalise arrangements	Party Leader, EVC, external providers.
14	Running the visit	Party Leader, EVC, external providers, other staff, volunteers, pupils, parents
15	Return from visit	Party Leader, other staff, volunteers, parents, pupils
16	Complete any necessary documentation	Party Leader, EVC, other staff, volunteers, pupils
17	Review visit	Party Leader, EVC, other

The exact order in which the visit is planned will overlap and alter to some degree depending on its nature. Further information for each stage can be found within the BMBC 'Organising Visits & Journeys' guidance document.

<b>Category A</b>	Straightforward routine day visits and activities requiring standard planning which are local to the school and take place mainly during school hours.
<b>Category B</b>	Day visits and activities requiring enhanced planning which may extend significantly beyond the normal school day and/or involve travel beyond the local area.
<b>Category C</b>	More complex and specialised visits and activities which include: <ul style="list-style-type: none"> <li>• overseas travel</li> <li>• adventure activities or specialist hazardous activities</li> <li>• remote or hazardous environments</li> <li>• residential visits</li> </ul>

The school have adopted the following procedure for approving school visits and journeys:

- (i) for Category A and Category B visits, final approval must be obtained from the Head Teacher;

- (ii) for Category C visits, final approval must be obtained from the Head Teacher and the Local Authority;
- (iii) approval for visits must be provided prior to the visit taking place;
- (iv) for all Category B and Category C visits, the Evolve online system must be used for visit notification and approval purposes.

#### School Timescales for Visit Notification and Approval

The notification and approval procedure for Category A visits is at least 5 working days.

All visit approval requests for Category B visits must be made to the Head Teacher using the Evolve system at least 2 weeks in advance of the visit.

All visit approval requests for Category C visits must be made to the Head Teacher using the Evolve system at least 4 weeks in advance of the visit.

#### Staff to Pupil Ratios

Staff/pupil ratios for the supervision of pupils and young people on educational visits are not laid down in law, but must be set according to the needs of the group, the environment, activities and experience and numbers of staff taking part and any other influencing factors.

This responsibility lies with the visit leader in consultation with the EVC. Appropriate supervision ratios for visits should arise from the risk assessment. It is important to have a high enough number of competent adult supervisors to pupils to cope with any foreseeable circumstances during the visit.

Although it is difficult to give precise ratios, there are factors that must be taken into account when determining these ratios. These should include:

- gender, age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both on general and specific duties;
- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- first aid cover

Visit leaders should assess the risks and consider an appropriate safe supervision level for their particular group. Risk assessment should indicate reasons for supervision arrangements and staff/pupil ratios.

National guidance for educational visits no longer identifies suggested numerical supervision ratios except where it states the requirements contained in the EYFS Statutory Framework. National Guidance ([www.oepng.info](http://www.oepng.info)) states:

**‘Staffing ratios are a risk management issue and should be determined through the process of risk assessment.** It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements.’

The Early Years Foundation Stage (EYFS) Statutory Framework does not sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in reception classes in maintained schools).

Prior to this, the DfES publication HASPEV (1998) suggested the following starting points for consideration whilst also stating ‘...without special safeguards or control measures, these ratios will not be adequate to meet the needs of most residential or more complex visits...’:

<b>School years 1 – 3</b>	1:6
<b>School years 4 - 6</b>	1:10/15
<b>Outdoor swimming or paddling</b>	1:10
<b>Swimming pools</b>	1:12 in school years 4 to 6 higher ratio for school year 3 and below
<b>Residential visits</b>	1:10
<b>Overseas visits</b>	1:10

*Groups of more than four children of nursery age must be accompanied by a minimum of two qualified adults.*

### **Accidents & Incidents**

All accidents and incidents taking place during school visits and journeys will be reported and recorded in accordance with the school health and safety policy. Accidents and incidents will be reviewed to identify learning points which will be shared as appropriate with others.

### **Emergency Procedures**

The Head Teacher will ensure that emergency procedures are in place in accordance with local authority guidance and will ensure that such procedures are fit for purpose and function effectively.

### **Staff Training & Professional Development**

Appropriate training and professional development opportunities will be made available to staff and other adults taking part in school visits and journeys to reflect identified health and safety and educational priorities.

### **First Aid**

We aim to ensure that pupils will have direct access to high quality first aid provision at all times whilst taking part in school visits and journeys. This will include at least one adult who has an up to date working knowledge of first aid and, where necessary, holds an up to date first aid certificate.

### **Inclusion**

We are committed to providing off-site visits and activities which are accessible to our pupils whatever their needs, abilities or medical conditions.

### **Visit Evaluation & Review**

Information and lessons learned from the evaluation and review of visits & journeys is shared with other staff and the school leadership team. If there are any significant issues identified with a visit, the head teacher will notify the Local Authority.

**Monitoring and Reviewing**

The Headteacher is responsible for reviewing the effectiveness of this policy on a regular basis. The school governing body has the responsibility to support the Head teacher in implementing and reviewing the effectiveness of the Educational Visits and Journeys Policy.