

COPPICE ACADEMY EDUCATIONAL VISITS POLICY

Version 1 September
2022 - Review Date
September 2024



Local Authority Model Adopted

Coppice Academy - Educational Visits Policy

Introduction

Educational visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils always. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with physical disabilities. The visits usually take place within the school day, but on occasions, take place after school. Our school adopts the LA guidance when planning Educational Visits.

Aims

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our pupils.
- provide a wider range of experiences for our pupils than could be provided on the school site alone.
- promote the independence of our children as learners and enable them to grow and develop in new learning environments.

Curriculum links

For each subject in the curriculum there is a corresponding programme of activities (which includes visits to the school by specialists). All these activities are in line with guidance published by the LA:

- English – theatre visits, visits by authors, poets, and theatre groups
- Science – use of the school grounds, visits to science centres
- Mathematics – use of shape and number trails in the local environment, visits to shops for money skills
- Art and design – art gallery visits, use of the locality
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches
- Music – a variety of specialist music teaching, extra-curricular activities, concerts/Singsation performances
- Design and technology – visits to local factories or design centres
- ICT – its use in local shops/libraries/secondary schools etc

- Humanities - castle visits, study of local housing patterns, local museums; use of the locality for fieldwork, village trails; visits to local centres of worship, visits by local clergy
- PSHE and citizenship – visit to local emergency services and other services in the community
- KS3/4 mix & Mobiles – visits to the community to use local shops and services and to learn about personal and road safety
- KS4 – Cross site visits

Residential activities

All our students have the opportunity to take part in a residential visit. The residential visit enables children to take part in outdoor and adventure activities. These visits are usually organised in conjunction with PGL or with a recognised LA authorised activity centre or National Centre. We undertake these visits only with the written agreement of the LA through the EVOLVE on-line Educational Visits system. The centres provide qualified instructors for all specialist activities that are undertaken.

How visits may be authorised

The visit leader will complete all planning for the visit through the on-line EVOLVE system, this will then be approved by the Educational Visits Coordinator and then subject to final approval by the Principal. (Visit Leader check list Appendix C)

The school's Educational Visits Coordinator, along with the Principal, will be involved in the management of off-site visits. S/he will:

- ensure that risk assessments are completed and effective
- support the Principal in their decisions on approval.
- approve the assign staff to lead and help with trips.
- organise related staff training.
- verify that all accompanying adults, including private car drivers, have had satisfactory police checks, and that any letters from coach companies assures us their drivers too have had police checks
- make sure that all necessary permissions and medical forms are obtained
- communicate any questions or concerns regarding a planned trip through the EVOLVE note system
- keep records of visits (through EVOLVE), and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues

Staff arranging or otherwise involved in off-site activities must familiarise themselves with the regulations, advice, and procedures (National Guidance “NG”) as detailed on the EVOLVE system. All off-site activities must take place in accordance with the LA's instructions.

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the EVC before any commitment is made on behalf of the school. A comprehensive visit plan should be provided by the member of staff to allow for an informed

decision to be made. The EVOLVE submission should be made **TWO WEEKS** prior to any trip going out.

Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the Principal will seek the approval of the governing body and the Local Education Authority before permitting the activity to take place. Any residential trip must be submitted on the EVOLVE system at least **SIX WEEKS** in advance of the trip taking place and any necessary EV1 and EV2 forms must be submitted.

Risk assessment

A comprehensive risk assessment (Appendix A) is carried out by the group leader before the proposed visit. It will assess the risks which might be encountered on the visit and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?
- What is your plan B?

Staff planning an off-site activity should make a preliminary visit to the venue or telephone the venue to gain as much information as possible about potential risks and to obtain any site-specific risk assessments, to carry out an on-site risk assessment. It is important to consider the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability about the age and any needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for sessions, and these assessments may be adopted if it is impractical for the group Leader to experience the activity beforehand, or if s/he lacks the skills required to make informed judgments about the risks it may involve. The LA will not have given its approval for the visit unless it is satisfied with the venue, its instructors, and their risk assessment procedures.

An activity should normally have sufficient adults taking part to provide the correct ratios (informed by National Guidance and by completion of Staff and Student List that details the medical, behavioural and mobility needs of the pupils). Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases. Ratios are subject to specific needs of our individual children and these needs must be identified on the "Staff and Student List" (Appendix B).

The risk assessment must also cover transport to and from the venue. This may include walking, use of the school's minibuses, use of public transport, use of private coach firms or the use of staff or parent cars. Risk assessments for transport must include consideration of the following...

- supervision for students getting on and off modes of transport
- the provision and required use of seat belts and booster seats (if required)
- proper insurance/training for the driver
- breakdown procedures
- DBS checks on any drivers that may in direct supervision of our students
- Road safety

The group leader will double-check that all adults helping to supervise the trip have been subject to police checks.

A copy of the completed risk assessment will be uploaded onto the EVOLVE system and will be shared with all adults supervising the trip.

Cost

The costing of off-site activities should include any of the following that apply:

- transport
- entrance fees
- insurance
- provision of any special resources or equipment
- costs related to adult helpers
- any refreshments the school has opted to pay for

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches and minibuses fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

Where private cars are used for transport, the group Leader is responsible for checking that the insurance of each driver covers such journeys and double-checking that each driver has been subject to the normal police checks.

Our minibus meets LA guidelines, and each seat has a belt. We instruct all children, whether travelling by car, minibus, or coach, to attach their seat belts, we also identify any students that need assistance to attach seatbelts or who need additional support to be safe on the transport.

Communication with parents

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission in writing before a child can be involved in any off-site activities if the activity lasts for more than half of the school day. For visits that form part of the weekly curriculum or that last for

only a morning or an afternoon session, permission is not sought unless the activity incurs a cost or is considered to exacerbate an existing medical condition. However, it is good practice to inform parents that these weekly curriculum trips will be taking place by means of a letter at the start of the year/term.

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This must be made clear to parents in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity (that takes place during normal school hours) because of the unwillingness or inability of the parent to contribute. Parents will be informed of this principle through the school website and letters sent home about intended visits.

The timetable for the payment of contributions should allow for the Principal to decide about the financial viability of the activity in reasonable time.

Further health and safety considerations

All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number and/or the group leaders' number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

Before a party leaves school, the school office should be provided with a list of everyone, children, and adults, travelling with the party, together with the risk assessment and details of the venue and travel times.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by care plans and ensuring that children are both safe, well and always looked after.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the Principal the possibility of making additional arrangements for that child.

Group Leaders' planning

Group Leaders must be fully aware of the school's Educational Visits Policy.

They must consult the LA's documentation detailing procedures and requirements, including guidance on Emergency Planning and Crisis Line organisation, and must complete all sections of the EVOLVE on—line Educational Visits Planning form which must include the following...

EVOLVE

The EVOLVE planning form for intended educational visits must include the following:

- risk assessment/s
- staff and student list detailing any specific medical conditions, mobility issues and additional adult support entitlement
- travel schedule
- accommodation plan (if applicable)
- full plan of activities with times (if appropriate)
- fire precautions and evacuation procedures (included on RA on venue if applicable)
- intended arrangements for supervision (RA)
- insurance arrangements (as an Academy we are no longer covered by Staffordshire County Council's Travel Insurance)
- emergency contacts and procedures
- IBPs
- Care Plans
- individual student Risk Assessments (if applicable)

Monitoring and review

Visit leaders are encouraged to evaluate visits, considering the successful and less successful parts of the visit, and considering ways in which the visit could have been improved. Informal conversations might take place between the visit leader(s) and the EVC or Principal regarding the outcome of the visit.

Name: D Ahearn

Role: Principal

Date: 05-09-22

Name: K Chesters

Role: EVC

Date 05-09-22

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Review date – July 2024 or earlier

Appendix A

Coppice Academy – Risk Assessment

Establishment: The Coppice Academy	Date:	Assessor(s)
Task/Activity/Location/Work Equipment:		

PART A:

Hazards identified:	Risk Rating (tick) (Without controls in place)
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PART B:

Who is at risk (tick)	Employees		Pupils		Visitors/Public	
	Contractors		Others (specify)			

PART C:

Control measures required to manage health and safety:	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

PART D:

Risk rating with controls in place (tick):	Are any control measures in Part C not implemented? (tick):	If yes, state below:	To be actioned by:
Low Medium High			

PART E:

Frequency of review (tick):	6 Months:		12 Months:		24 Months:	
Signature of assessor(s):						
(1)						
(2)						

Appendix B

Staff – Student List

Trip Leader:	Staffing: Names	Minibus used: Reg:	School Contact Details: Coppice Academy Abbots Way Westlands Newcastle ST5 2EY Coppice	Check List: <input type="radio"/> Minibus checks complete <input type="radio"/> Essential information <input type="radio"/> Medical information/ meds <input type="radio"/> Lockable bag <input type="radio"/> RAs and backup plans <input type="radio"/> Sandwiches / Camera	Additional Notes: ALL staff to have a copy as well as one placed in the minibus when travelling.
Driver/s:	Destination(s):	Destination Details: Address: Phone:	Date(s): Time of visit:		

Name:	Reg	Year Group:	Epilepsy:		Asthma:	Wheelchair (Independent)		HI	Walking with 1:1 support	Behaviour:		Other funded support	
			Res Med	999		Man	Elec			IBP	1:1	1:1	2:1
Total number of pupils:			Number of Staff:			Total on Minibus:							

Things to consider.....

Visit purpose/ Learning outcomes

<p>Staff/ participant ratios</p> <p>'Effective supervision'</p>	<p>Pre-visits</p>	<p>Itinerary/ Programme</p>	<p>Risk Assessments/ Risk Benefit Analysis</p> <p>To cover the elements of the visit that your staff are responsible for</p>
<p>Making judgements about Visit Leader/staff competence</p>	<p>Venue details</p>	<p>Activities</p>	<p>Inclusion (Equality Act 2010)</p>
<p>Previous experience of Visit Leader / staff team</p>	<p>External Providers</p>	<p>Adventurous Activities</p> <ol style="list-style-type: none"> 1. Led by Ext Provider (see Provider checks) <p>OR</p> <ol style="list-style-type: none"> 2. Self-led (by your own staff) Guidance / contact Adviser) 	<p>DBS & CR Checks</p>
<p>Apprenticeship Model</p>	<p>Provider checks</p> <ol style="list-style-type: none"> 1. LOtC Quality Badge <p>OR</p> <ol style="list-style-type: none"> 2. EVC1/2 Form 	<p>Downtime</p>	<p>First Aid cover</p>
	<p>Transport details</p>		<p>Insurance</p>

Refer to your LA Guidance & OEAP National Guidance for further details

Appendix D

Visit Leader Check List

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 National Guidance (the numbers in brackets refer to some relevant documents).

General

- 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).
- 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).
- There is access to first aid appropriate to the group and environment (4.4b).
- Suitable insurance is in place (4.4c).
- There are alternative options (a 'Plan B') as necessary (4.1a).
- There are emergency procedures for which leaders and emergency contacts have been prepared (4.1c, 4.1g).
- I have access to sufficient funds and an effective means of communication in case of emergency.
- External providers and facilities meet expected standards (4.4g).
- Any contract with a provider is satisfactory and has been agreed by an authorised person in my establishment (3.2i).
- The visit meets the requirements of my employer and establishment.
- Evaluation and review arrangements have been agreed (4.2c, 5.1d).

Staffing

- I am clearly identified and approved as the Visit Leader and am aware of my responsibilities (3.4k).
- All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved (3.2d, 4.2a). 3.3e © OEAP 29-October-2020 3.3e Checklist – Visit Leader Page 2 of 3 Legal frameworks and employer systems folder
- There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies (4.3b).
- If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff (4.4h).

- 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.
- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my Educational Visits Coordinator (EVC) informed during the planning process.

Activities

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

Group

- Parents have been fully informed about the visit and have given their consent if this is required (4.3d).
- Any contracts with participants/parents, including any charges, meet my establishment's requirements (3.2c, 3.2i).
- 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).
- Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.
- Plans for the visit comply with current guidance about epidemics (such as coronavirus 4.4k).
- Participants have been well informed about what is expected of them.
- Safeguarding issues are addressed (4.3e).
- Inclusion issues are addressed (3.2e, 4.4i).
- Medication issues are addressed (4.4d).
- Dietary issues are addressed. 3.3e © OEAP 29-October-2020

Environment

- Environmental factors (e.g., weather, daylight hours, water levels, natural and man-made hazards) have been considered (7i, 7j).
- Accessibility issues are addressed (4.4i).
- 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).
- Where remote supervision will be used, the environment is suitable (4.2a).
- Any accommodation is safe and suitable (4.2b).
- If visiting overseas, documentation and other issues are addressed (7r).
- Security is addressed, especially for residential and overseas visits (4.2b, 7r).
- The risk of terrorism has been considered (4.4e).

Finally

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

Bracketed bullet points – more information can be found on the EVOLVE site