

# Three Lane Ends Academy



## Educational Visits Policy 2021

<b>Implementation Date:</b>	01.09.19
<b>Author:</b>	CMAT
<b>Revised/Updated:</b>	15.07.21
<b>Brief Reason for Change:</b>	Updated legislation
<b>Version Control:</b>	2.1

## **INTRODUCTION**

This policy reflects a code of practice for educational visits which outlines a hierarchy of principles that must be followed whenever any visit is planned, together with the processes and systems that should be in place whilst visits are being undertaken. Educational visits have impact not easily achieved through other means. Clear aims and objectives ensure safe practice. Educational visits offer attractive opportunities for achievement to pupils across the spectrum of ability. They can stimulate and reinforce a positive attitude towards education and are recognised as achievements by teachers and peers alike. Residential outdoor activities can produce improvements in the relationships that teachers have with pupils and in pupils' relationships with each other.

Educational visits:

- raise achievement by boosting self-esteem and motivation;
- develop key skills;
- develop social education and citizenship;
- promote education for sustainable development;
- promote health and fitness;
- promote a better understand of the wider world outside of our own community.

The aim of this document is to provide a framework within which our schools can be assured that all visits provide good value for their pupils and are undertaken in a safe manner, with suitable and adequate controls in place where required.

It has been produced using documents from the Health & Safety Team at the LA. The document will be reviewed at least annually.

## **ROLES AND RESPONSIBILITIES**

### ***The Governing Body should:***

- ensure that the school's policy is in line with the policy and guidance of the employer, ratified through the governing body and implemented within the school
- ensure that required documentation is retained for ten years after a child has left the school
- ensure that the visit has specific and stated objectives
- ensure that the headteacher/group leader show how their plans comply with the employer's policy and guidelines and that the headteacher/group leader reports back after the visit
- ensure that they are informed about less routine visits well in advance
- assess proposals for certain types of visits, which should include visits involving an overnight stay, travel outside the UK, adventurous activities or activities in hazardous locations. and ensure these proposals are submitted to the LA if appropriate

***The Head Teacher should ensure that:***

- an Educational Visits Co-ordinator (EVC) is appointed
- visits comply with the schools policy and hence the policy guidelines provided by the employer / LA
- the group leader is competent to monitor the risks throughout the visit
- adequate child protection procedures are in place
- all necessary actions have been completed before the visit begins
- the risk assessment has been completed and appropriate safety measures are in place
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively
- the group leader or another teacher is competent to instruct the activity and is familiar with the location/centre where the activity will take place. This may be through making a specific visit or by other means e.g. contacting colleagues who have made previous visits, telephone call to provider
- group leaders should allow sufficient time to organise visits properly
- non-teacher supervisors are appropriate people to supervise children
- the ratio of supervisors to pupils is appropriate
- the LA or governors have approved the visit if appropriate
- parents have given consent for the visit as appropriate
- arrangements have been made for the medical needs and SEN needs of all pupils
- adequate first-aid provision will be available
- the mode of travel is appropriate
- travel times out and back are known including pick-up and drop-off points
- they have the address and phone number of the visit's venue and have a contact name
- a school contact has been nominated and the group leader has details
- the group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures
- the group leader, group supervisors and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin
- there is a contingency plan for any delays including a late return home

***The EVC should:***

- Complete and sign checklist for the visit prior to completion of booking
  - assign competent people to lead or supervise a visit
  - Ensure School Visit form is completed and approved prior to booking
  - Ensure that risk assessments are approved in a timely manner
  - Ensure that School Attendance Visit forms is completed and uploaded to Evolve
  - Ensure Group leader inputs onto Evolve
  - assess the competence of leaders and other adults proposed for the visit
  - assist leaders with risk assessment
-

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

- organise the training of leaders on visits
- organise, with the visit leader, induction of leaders and other adults taking pupils on a specific visit
- ensure DBS are in place as necessary
- work with the visit leader to provide parents/carers with full details of the visit beforehand
- organise emergency arrangements and ensure there is an emergency contact for each visit
- keep reports of accidents and 'near-accidents' during visits
- review systems and, on occasion, monitor practice

The member of staff designated as the EVC should be specifically competent and trained. This training should be kept upto date and refreshed.

***The Group Leader should:***

- completion of the trip checklist which should be signed prior to trip leaving.
- have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group
- Input onto Evolve
- obtain the head teacher's prior agreement before any off-site visit takes place
- follow LA and/or governing body, guidelines and policies
- appoint a deputy
- clearly define each group supervisor's role and ensure all tasks have been assigned
- be able to control and lead pupils of the relevant age range
- be suitably competent to instruct pupils in an activity and make arrangements to be aware of any hazards or risks where the activity will take place
- be aware of child protection issues
- ensure that adequate first-aid provision will be available
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents and any Plan B that may be necessary
- undertake and complete a comprehensive risk assessment
- ensure that teachers and other supervising adults are fully aware of what the proposed visit involves and have seen and agree the risk assessments
- ensure that the ratio of supervisors to pupils is appropriate for the needs of the group and comply with the employer guidance
- ensure that the risk assessment references the needs of Individual Pupils form and is reviewed for each visit
- consider stopping the visit if the risk to the health and safety of the pupils is unacceptable and have in place procedures for such an eventuality
- ensure that group supervisors have details of the school contact
- ensure that group supervisors and the school contact have a copy of the emergency procedures
- ensure that the group's teachers and other supervisors have the details of pupils SEN or medical needs which will be necessary for them to carry out their tasks effectively

***School staff should:***

- do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances
- follow the instructions of the group leader and help with control and discipline
- consider stopping the activity, notifying the group leader, if they think the risk to the health and safety of the pupils in their charge is unacceptable

***Adult volunteers should:***

- do their best to ensure the health and safety of everyone in the group
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- follow the instruction of the group leader and teacher supervisors and help with control and discipline
- speak to the group leader or teacher supervisors if concerned about the health and safety of pupils at any time during the visit

**ROLES AND RESPONSIBILITIES (CONTINUED)**

***Pupils should:***

- not take unnecessary risks
- follow the instructions of the leader and other supervisors including those at the venue of the visit
- dress and behave sensibly and responsibly
- if abroad be sensitive to local codes and customs
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it
- be aware that any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit

***Parents should:***

- be able to make an informed decision on whether their child should go on the visit
- be given sufficient information in writing and are invited to any briefing sessions
- be told how they can help to prepare their child for the visit by, for example, reinforcing the visit's code of conduct
- agree the arrangements for sending a pupil home early and who will meet the cost
- provide the group leader with emergency contact numbers
- sign the consent form
- give the group leader information about their child's emotional, psychological and physical health which might be relevant to the visit

## **PLANNING VISITS**

### ***Types of Visits (follow LA guidelines)***

The group leader must check if a licence is required for adventurous activities offered by commercial companies, and if so check that the licence is in place (AALA website). Before booking a visit, the group leader should obtain written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place (see LA form EV VN2).

Any member of staff who is to organise, lead and instruct pupils on adventure activities must hold relevant current NGB award (National Governing Body Award in Outdoor Activities). A copy of these will be held on file by the school.

### ***Planning (follow LA guidelines)***

Formal planning must take place before all visits. The dangers and difficulties which may arise must be considered and plans made to reduce them. This should be recorded on the risk assessment.

The group leader should:

- ensure that the venue is suitable to meet the aims and objectives of the school visit
- obtain names and addresses of other schools who have used the venue (if applicable)
- obtain advice from the manager
- assess potential areas and levels of risk
- ensure that the venue can cater for the needs of the staff and pupils in the group
- become familiar with the area before taking a group of young people there

### ***Risk Assessments (see generic risk assessments provided by the LA)***

- Group leader should read the LA guidance document EV GD3 (Guidance on the use of Generic Risk Assessments).
- Risk assessments should be carried out by the group leader, should be completed well before the visit and should be approved by the Headteacher/EVC.
- Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.
- The person carrying out the risk assessment should record it and give copies to all teacher/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks.
- A copy must be given to the Headteacher/EVC so that approval can be given with a clear understanding that effective planning has taken place.

## **PLANNING VISITS**

### ***Risk Assessments (see generic risk assessments provided by the LA)***

- The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.
- Generic risk assessments for regular visits should be reviewed annually.

### ***On-Going Risk Assessment***

Group leaders and all supervising adults have responsibilities for carrying out ongoing risk assessments throughout the visit. They must recognise their responsibilities to intervene, raise concerns or stop activities at any stage, if they have concerns over safety standards of colleagues or providers, or if circumstances change. Examples might be:

- Group tiredness
- Illness
- Change in weather
- Potential threats to participants from other groups or the public

Group Leaders must not sanction activities that are not in keeping with the plan to which initial authority was given; e.g. pupils undertaking activities within the 'None of the above' category (see EV VN1) must not participate in hazardous activities, which fall into one or more of the other four categories.

### ***Factors to be considered when assessing risks:***

- the type of visit/activity and the level at which it is being undertaken
- the location, routes and modes of transport
- the competence, experience and qualifications of supervisory staff
- the ratios of teacher and supervisory staff to pupils
- the group members' age, competence, medical fitness and temperament and suitability of the activity
- the special educational needs and medical needs of pupils
- the quality and suitability of available equipment
- seasonal conditions. Weather and timing
- emergency procedures
- how to cope when a pupil becomes unable or unwilling to continue
- the need to monitor the risks throughout the visit

Note: the above list is not exhaustive.

## **FINANCES**

### ***Financial Planning***

The group leader should ensure that parents have early written information about the costs of the visit, how much will come from school funds, and how much each parent will be charged or asked to contribute. Parents should be given enough time to prepare financially for the visit.

Any surplus funds left after the visit will be used to purchase resources to support the visit and for the work afterwards back in school or divided equally between the number of children and returned to parents/carers.

It is at the school's discretion whether any families in particular need will be subsidised from the school's budget.

### ***Charging For Visits***

Parents should be made aware that any visit that occurs during school hours cannot be charged for and that a voluntary contribution is not compulsory

Children of parents who do not contribute will not be discriminated against.

It is not permissible to ask parents to contribute more than the minimum amount in order to subsidise those pupils whose parents have not contributed.

A visit may have to be cancelled if there are not enough voluntary contributions and the shortfall cannot be made up.

Parents can be charged for board and lodgings on residential visits as well as the full costs when a visit is deemed to be an 'optional extra'.

## **FIRST AID**

Before undertaking any off-site visits the group leader should assess what level of first aid might be needed.

On any kind of visit there must be at least one adult who is qualified in emergency first aid and ensure that an adequate first-aid box is taken.

### **TRANSPORT (follow LA guidelines)**

The group leader must ensure that the transport company has adequately completed and returned the health and safety compliance check.

The school may ask parents to help to transport children in cars. This should only be done with the express permission of the parents/carers. The person transporting must be asked to declare that their car has valid MOT and insurance.

Staff may help to transport children in cars. This should only be done with the express permission of the parents/carers. The person transporting must be asked to declare that their car has valid MOT and insurance, including business use.

### **Ratios and Effective Supervision**

Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively.

Decisions about the staffing and supervision 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.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year).

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 (updated 3rd April 2017) no longer 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

## THREE LANE ENDS ACADEMY EDUCATIONAL VISITS POLICY September 2021

---

in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools).

It is not unusual for a ratio of 1:1 to be necessary. In some cases there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Good practice folder Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident.

The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g. when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available. A useful framework for assessing requirements for ratios and effective supervision is

### SAGE:

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Activities to be undertaken:** what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, gender, any specific or medical/dietary needs.
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. You can find further guidance in the documents:  
“Approval of Leaders”  
“Avoiding Accidents and Emergencies”  
“Group Management and Supervision”  
“First Aid”  
“Special Educational Needs and Disabled Children”.

Available on <http://www.outdooreducationadvisers.co.uk/guidance>

### **Pupil Behaviour**

Any pupil misbehaving or acting in a manner that may endanger themselves or any other group members must be removed from the activity being undertaken. Where this reduces the levels of supervision to below the minimum assessed as required the visit or activity must be stopped for everyone in the group. The school's behaviour policy will apply during the course of a visit. Pupils and parents should be made aware of these conditions prior to any visit taking place.

### ***Parent/Volunteers***

These should be carefully selected and ideally should be well-known to the school and the pupils.

Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.

### **SUPERVISION (follow LA guidelines)**

#### ***Parent/Volunteers (Continued)***

The suitability of parent/volunteers should be assessed by the group leader. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to supervise the visit.

Any parent/volunteer who is accompanying a residential visit will be required to complete a DBS check first.

All adult supervisors, including teachers and parent/volunteer helpers, should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause difficulty.

### ***Headcounts***

Regular head counting of pupils should take place, particularly before leaving any venue and before any means of transport is allowed to depart. All supervisors should carry a list of pupils and adults involved in the visit at all times.

The group leader should organise rendezvous points and tell pupils what to do if they become separated from the group.

### **EQUAL OPPORTUNITIES**

Every effort will be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc.

All pupils should be encouraged to participate in as wide a range of activities as possible.

**PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

If a visit is to cater for pupils with special needs, a suitable venue will be selected. Slight modifications to the activities or length of stay may be necessary.

## **PUPILS AND ADULTS WITH MEDICAL NEEDS**

All staff supervising visits should be aware of pupils' medical needs and any medical emergency procedures.

Medical information should be collated for all children and adults.

If a pupils' safety/needs cannot be guaranteed, it may be appropriate to ask the parent or a support assistant to accompany a particular pupil.

## **COMMUNICATING WITH PARENTS/CARERS (follow LA guidelines)**

Parents will be informed of all off-site visits unless it is a regular part of the school curriculum and is included in the school prospectus or a letter.

The group leader must ensure that parents/carers are provided with information regarding visits prior to them taking place. The amount of information and style of provision will depend upon the type of visit planned. For high risk categories parents/carers must be given the opportunity to ask questions, see slides/videos and meet the staff who will be going.

The group leader will nominate a member of staff to record any questions asked by parents and also the responses given.

A register of parents/carers who attend the pre-visit meetings must be kept. Parents/carers must be asked to complete a parental consent form.

### ***Walks in the Local Environment***

At the beginning of the school year parents/carers may be asked for permission for pupils to be taken out for walks in the local vicinity. This will include things such as looking at buildings/plant life or, places of worship etc. Parents/carers will be informed of these via class letters and APP.

## **INSURANCE (follow LA guidelines)**

The group leader must ensure that adequate insurance arrangements are in place and that they have ascertained the details of the insurance held by the tour operator or activity centre.

Arrangements need to be in place to cater for any cancellations for whatever reason.

## **COMPLETING THE FORMS**

### ***EV\_VN1 (Visit Notification Form)***

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

The group leader should complete this form as soon as possible once the preparations are complete. Visits in the local vicinity to the same venue can be completed fully in the first instance and then reviewed for any subsequent visits.

The group leader should have already received approval of the proposed visit in principle and should have regularly updated the headteacher/EVC on the progress of the preparations. The group leader should obtain parental consent using the appropriate form if necessary.

When approval is given, one copy should be retained by the headteacher/EVC and another by the group leader. The headteacher/EVC should be informed of any subsequent changes in planning, organisation, staffing.

If required, the headteacher/EVC should seek approval from the school governors or LA. If approval is required from the LA then the EV\_VN1 should be sent to the LA a minimum of 8 weeks prior to the departure date along with the risk assessments and other supporting documents as appropriate.

***EV\_VN2 (Provider Assurance Form)***

This form should be used to seek assurance from external providers that they have appropriate working practices and safe systems of work in place. This form can be used with any type of visit where the safety of the pupils becomes partly the responsibility of an external provider and what the provider is doing could be a significant risk if not done properly.

If more than one company or external provider is involved there will be more than one EV\_VN2 Form .e.g. if you book a trip to an outdoor centre and book a coach company for the transport there would be two forms, one for the outdoor centre and one for the coach company.

If you booked the whole visit including transport via a travel agent then they would be responsible for filling in the EV\_VN2.

If the provider has been used before in the previous 12 months then there should be an existing EV\_VN2 that can be used. This must be checked and updated at least annually.

## **COMPLETING THE FORMS (CONTINUED)**

### ***Risk Assessment***

Use of LA generic risk assessments (be mindful that they are NOT to be regarded as a finished product)

Risk assessments must be completed before any pupils leave the school premises, including in the local vicinity. Group leaders should:

- Read Guidance document EV GD3 and follow advice
- Complete checklist for modifying a generic risk assessment from EV GD3 and give to the headteacher/EVC with all completed documentation

### ***Documentation to be Completed for Visits in the Local Vicinity***

Prior to the Visit (share with headteacher/EVC)

- EV VN1 Application for Approval. Generic ones are available which require the schedule, staff and students information appending
- Completed Risk Assessment
- Checklist for Modifying a Generic Risk Assessment
- Needs of Individual Pupils (can be completed at beginning of year and reviewed prior to each visit)
- Itinerary (if information not on form EV VN1)
- List of all pupils and adults attending the visit (pupil list can be run off the office system)

Completed with the headteacher/EVC prior to the visit

- Form EV CL1 (checklist)

After the visit

- Evaluation
- Accident forms (if any)

## **COMPLETING THE FORMS (CONTINUED)**

### ***Documentation to be Completed for Non-Local Vicinity Visits***

Prior to the Visit (share with headteacher/EVC)

- EV VN1 Application for Approval
- Completed Risk Assessment
- Checklist for Modifying a Generic Risk Assessment
- Needs of Individual Pupils (can be completed at beginning of year and reviewed prior to each visit)
- Itinerary (if information not on form EV VN1)
- Form EV VN2 (for visits that involve external providers, tour companies or activity centres)
- List of all pupils and adults attending the visit (pupil list can be run off the office system)
- Transport Health and Safety Compliance Check (if appropriate)
- Pupil Consent/Medical Form (other than visits within the local vicinity)
- Adult Contact/Medical Role on Visit Form (other than visits within the local vicinity)
- Form 7 (if appropriate)

Completed with the headteacher prior to the visit

- Form EV CL1 (checklist)

After the visit

- Evaluation
- Accident forms (if any)

### ***Records to be Kept by the School***

Legislation requires that school keeps the following record for 10 years after a child has left the school:

- List of staff and children on visits (including in local vicinity)
- Risk assessments
- Itinerary
- Evaluations
- Accident forms (if any)
- Consent/medical forms (if an accident occurred)
- Form 7 (if an accident occurred)
- External provider verification

**APPENDICES**

Confirmation  
Guidance on use of LA generic risk assessments  
LA generic risk assessments  
Needs of Individual Pupils  
EV VN1  
EV VN2 and covering letter  
EV CL1  
School Trip Attendance Form  
Transport Health and Safety Compliance Check and covering letter  
Pupil Permission Form  
Adult Contact/Medical/Role Form  
Form 7  
Action to be taken by Group Leader  
Day of Visit Checklist  
Educational Visits guidance documents

- Responsibilities for Visits (Legal Framework)
- Types of Visits
- Planning Visits
- Planning Transport
- Emergency Procedures
- Communicating with Parents
- Insurance

**Policy Agreed .....**

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

**SCHOOL VISIT FORM**

<b>Name of Teacher/Organiser</b>	
----------------------------------	--

**TO BE COMPLETED BY TEACHER/ORGANISER AND AUTHORISED BY GOVERNING BODY  
BEFORE ANY BOOKINGS ARE MADE**

Educational justification for the visit, including Curriculum Area Represented:


Amount Paid for by Parents

Approved By

Date

--

**SECTION A**

Visit To	
Class/es	
Dates of Visits	
Risk Assessment Completed	
Transport Required	
Time of Departure from School	
Expected Time of Arrival Back at School	

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

SECTION B	
A Cost of Transport	
B Total of other expenditure	
A & B (Total)	
Number of Children/Adults	
Actual Cost Per Child	
Amount of contribution requested from children	

SECTION C		
Date of Letter to parents		
Have you filled in school trip attendance form?	YES	NO

OFFICE USE ONLY					
Transport quotes from		Company 670422			
		Poppletons 703687			
		Stringers 600205			
Date Coach Booked		Date Kitchen Informed		No of Meals cancelled	

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

**SCHOOL VISIT ATTENDANCE FORM**

<b>FULL NAME AND ADDRESS OF SCHOOL</b>	Three Lane Ends Academy Methley Road Castleford WF10 1PN	
<b>School Telephone Numbers</b>	01977 524483	
<b>School Visit To</b>		
<b>Departure Time and Date</b>		
<b>Home Contact Teacher</b>	Name	Tel No.

The following Staff, volunteer helpers and pupils are on the above trip:

Name	Address	Tel No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

---

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

**Checklist** – Must be completed and submitted to the headteacher prior to trip booking.

### **Visit Leader**

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 <http://www.outdooreducationadvisers.co.uk/guidance>

- 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
- The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks
- There is access to first aid appropriate to the group and environment (4.4b). !Suitable insurance is in place
- There are alternative options (a 'Plan B') as necessary.
- There is an emergency plan for which leaders and emergency contacts have been prepared
- have access to sufficient funds and an effective means of communication in case of emergency.
- External providers and facilities meet expected standards).
- Any contract with a provider is satisfactory and has been agreed by an authorised person in my establishment
- The visit meets the requirements of my employer and establishment.
- Evaluation and review arrangements have been agreed.

### **Staffing**

- I am clearly identified and approved as the Visit Leader and am aware of my responsibilities
- All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved
- There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies
- 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.

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

- 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
- 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.

**Group**

- Parents have been fully informed about the visit, and have given their consent if this is required
- Any contracts with participants/parents, including any charges, meet my establishment's requirements
- 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
- Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.
- Participants have been well informed about what is expected of them.
- Safeguarding issues are addressed
- Inclusion issues are addressed.
- Medication issues are addressed
- Dietary issues are addressed.

**Environment**

- Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered
  - Accessibility issues are addressed.
  - I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources.
-

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

- Where remote supervision will be used, the environment is suitable
- Any accommodation is safe and suitable
- If visiting overseas, documentation and other issues are addressed
- Security is addressed, especially for residential and overseas visits.
- The risk of terrorism has been considered

**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.

Name:

Signed:

Date:

## **Check List – Educational Visit Coordinator (EVC)**

### **General**

- I have attended OEAP-approved EVC training and remain currently competent, and I have access to advice such as from a competent outdoor education adviser.
- I have an understanding of how visits/outdoor learning can support a wide range of outcomes for children and young people.
- My establishment has a policy for visits/outdoor learning, which I understand, and it adopts OEAP National Guidance.
- Visits/outdoor learning are an integral part of the work of the establishment and are evaluated and good practice shared.
- I support/oversee planning so that activity is well-managed, engaging, relevant, enjoyable and memorable.
- Procedure and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions.
- Leader induction and training needs are identified and I support leader development, sampling activity to identify any further training needs.
- Visits/outdoor learning are regularly considered at senior leadership/management level and by governors/trustees, and I provide information about the range of activity and its contribution to establishment effectiveness.
- There is an establishment emergency response procedure, appropriate to the nature of activity undertaken, which is periodically tested.
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Notification and approval procedures are followed correctly and within agreed timescales.
- Preliminary visits have taken place if necessary.
- Any third party providers have been appropriately selected.
- Parental consent, where required, is in place.
- Parents have been provided with appropriate information.
- There are clear learning/development aims, which contribute to the wider aims/ethos of the establishment. An evaluation process is in place.

**THREE LANE ENDS ACADEMY  
EDUCATIONAL VISITS POLICY  
September 2021**

---

- The Visit Leadership Team is sufficiently confident and competent for this activity with this group.
- The Visit Leader is responsible for, and has ownership of, the visit plan including risk-benefit management.
- Where appropriate, all leaders and participants have been involved in the planning process.
- There are sufficient leaders to ensure effective supervision and to deal with incidents and emergencies.
- Everyone is aware of their roles and responsibilities.
- Medical, first aid, inclusion and safeguarding issues have all been addressed.
- Any travel, transport, and residential arrangements are appropriate.
- There is a 'Plan B'/alternative options if needed.
- Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the activity.
- The Visit Leader has sufficient funds and an effective means of communication in case of an emergency.
- Suitable insurance is in place.

**Finally**

- All relevant requirements of the employer and establishment policy/procedure have been met.
- The Visit Leadership Team and activities are appropriate for this group – its age, competence and the needs of the participants – in this setting/environment.
- This Visit is well prepared and ready for approval