



SEA MILLS PRIMARY SCHOOL
Be Kind • Be Brave • Be your best

Educational Visits Policy

Reviewed and approved by:	<i>Kat Cesarz</i>
Date approved:	15 th January 2025
Date of next review:	January 2026

Equality Impact assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices		Date	January 2025
EIA CARRIED OUT BY:	Andrew Kinnear	EIA APPROVED BY:	Resources Committee

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender Reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment.

Introduction

This policy covers all educational visits and trips that occur outside the school premises. This ranges from walks around the locality to residential visits of several days' duration. It includes also Outdoor and Adventurous Activities.

Aims and Objectives for Educational Visits

Our fundamental aim at our school is to provide the best possible education for all our pupils. It is the aim of the school to place a high value on diversity, treating every member of the school community as an individual, and meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In doing this, we aim, therefore, to raise the achievement of all the children in the school.

Educational Visits and Outdoor and Adventurous Activities are an integral part of the children's education and they offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect.

Nature of Educational Visits

The school runs a wide range of Educational Visits. These may include:

- Walks around the local area of Sea Mills, including to the local church.
- Half-day visits by coach to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- An annual residential visit for children in Year 5 and 6. These visits have an Outdoor and Adventure activities focus.

Health & Safety

The school follows the Local Authority 'Guidance on School Trips'

This covers the following aspects and documents:

- Educational Visits Introduction
- School Trips Manual
- Brief Guide to Health and Safety on trips
- Standards for LAs in Overseeing Educational Visits
- Standards for Adventure Part 2 of 3
- A Handbook for Group Leaders Part 3 of 3
- Group Safety at Water Margins
- Volunteer driver's declaration form

Personnel

The school has a named Educational Visits Co-ordinator (EVC). This role may be carried out by the Headteacher or SENDCo.

For each visit, of whatever duration, a Group Leader is identified.

The Governing Body also has a specific role to play in all Educational Visits.

The roles for these are defined in detail in 'Standards for LEAs in overseeing Educational Visits. In brief:

The **Governing Body** is responsible for:

- ensuring that guidance is available to inform the school policy, practices and procedures relating to the health & safety of pupils on educational visits;
- ensuring that the Headteacher is supported in matters relating to educational visits and that he/she has the appropriate time and expertise to fulfil his/her responsibilities;
- asking questions about a visit's educational objectives and how they will be met;
- ensuring that the Headteacher and Education Visits coordinator have taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on visits;
- ensure that they review procedures with the Headteacher on an annual basis.

The function of the **EVC** is to:

- ensure educational visits meet the employer's and school's requirements;
- support the Governors with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that Risk Assessment meets requirements;
- organise training and induction;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice.

The **Headteacher** is responsible for:

- ensuring approval for visits is given, including liaising with the LA where appropriate;
- ensuring that the Governing Body is made aware of visits;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for Best Value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that each visit has an appropriately competent Group Leader;
- ensuring that all teachers are aware of the LA guidance;

- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's public relations unit. See also the school's Critical Incidents Procedures.

The **Group Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare. The Group Leader must:

- be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- ensure parents are informed and have given consent;
- plan and prepare for the visit and assess the risks;
- define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do.

Adult volunteers who are not teachers at the school must:

- understand and agree expectations of them;
- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility;
- be provided with guidelines for the day and key information (contact numbers/ any relevant information about children on a 'need to know' basis/meeting points/the risk assessment/any other relevant information)
- ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
- follow instructions from teachers;
- raise concerns for pupil welfare with the Group Leader.

Procedure for Running Educational Visits

A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required.

Each Group Leader will, in liaison with the EVC, complete the 'Educational Visits Form' (available on the school t-drive) and follow the checklist of actions (attached).

A visit will proceed only when the EVC and Head Teacher are satisfied that all reasonable preparations have been made.

Group Leaders should save all paperwork in their class folder on the t-drive under 'educational visits'.

Risk Assessment

Risk assessments are made for all Educational Visits and should be completed using the educational visits risk assessment format found on the t-drive. This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit

and to conduct a Risk Assessment appropriately. Risk Assessments should also be requested from venues where applicable, but these should inform and not replace those carried out by the Group Leader. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- identify significant hazards;
- assess the risk of harm;
- put control measures in place;
- check if anything else is needed;
- use a simple assessment language – high/medium/low.

Risk Assessment considers the site and its environment, the group, the activity and the leaders.

Some children may need individualised risk assessments due to special educational needs and disabilities (SEND) or behavioural needs. These should be submitted to the EVC and Head Teacher alongside the rest of the Educational Visits paperwork.

Financing Educational Visits

The school complies with the Education Act 1996 (section 451), and procedure is outlined in the school's Charging and Remissions policy.

Emergency Procedures

It is the responsibility of the EVC/Headteacher to ensure that emergency arrangements are in place for all Educational Visits. This includes:

- ensuring that all involved know who is the emergency contact point in the school, for each visit, and in the LA.
- having access to an emergency (Critical Incidents) plan appropriate to the visit;
- ensuring that the contact point – or rota – is effective throughout the visit;
- ensuring that parental contact information is up to date and accessible.

Policy Review

As with all policies, it is the responsibility of the Governors to evaluate the effectiveness of this policy and the practice that it describes. On a day to day basis this responsibility is delegated to the Headteacher who will report back to the governing body as appropriate.

This policy is a working document, and will be reviewed every two years.

EDUCATIONAL VISITS – CHECKLIST 1

Focus	Completed	Comment
Pre-visit completed		
Accreditation of activity leaders gained (if applicable – ask EVC if unsure)		
LA approval gained (for residential or outward bound courses)		
Risk Assessment form completed and shared with all adults attending		
Parents informed		
All parental consent received for all activities		
Payment contributions sought according to LA guidance		
Accommodation, security and fire certification checked		
Transport arranged and parents informed		
Dietary requirements including food allergies forwarded (where applicable)		
Group Leader informed of all relevant medical conditions/Special Educational Needs and Disabilities		
Emergency procedures in place		
Appropriate number of other adults arranged and briefed		
Insurance arranged where necessary		
DBS checks completed on personnel where relevant		

Checklist for volunteers - CHECKLIST 2

Have the key purposes of the visit been explained to you?

Have you been given a copy of the risk assessment?

Are you clear about what to do if your group becomes lost from the rest of the class?

Have you been advised how to deal with any behaviour issues from pupils?