



**Boxgrove**  
**Primary**  
**School**  
& Children's Centre

**Boxgrove Lane, Guildford, Surrey GU1 2TD**

**Co-Headteachers:**

Mrs A Fitch BA (Hons) QTS NPQH & Mrs R Stacey BA (Hons) QTS NPQH

## **Educational Visits Policy**

At Boxgrove we want every child to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible.

Boxgrove Primary School believes that school visits are an essential resource for the teaching of a broad and balanced curriculum. Each year group will go on at least one visit each year linked to an aspect of their topic work. Alongside visits off-site, the school will invite in speakers, groups, artists or other adults into Boxgrove to enrich and extend 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 and adults at all times*. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day. Boxgrove Primary School follows the current Surrey County Council 'Guidelines for Educational Visits and outdoor Education Activities'

When planning for a visit, teachers should consult with the Educational Visits Co-Ordinator (EVC) with responsibility for educational visits to ensure correct procedures are followed.

## **AIMS**

The aims of our off-site educational 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.

These visits begin with day or half day trips and progress to a residential experience in Key Stage 2.

## **CURRICULUM LINKS**

For each subject in the curriculum there is a corresponding programme of activities (which can include visits to the school by specialists). Examples of educational visits or visitors include:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to botanical gardens;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, local museums;
- Geography – use of the locality for fieldwork, town trails;
- Art and design – art gallery visits, use of the locality;
- PE – a range of sporting fixtures (whereby a generic Boxgrove sporting fixture risk assessment will be shared with other schools) , extra-curricular activities, visits by specialist coaches;
- Music – a variety of specialist music teaching, local schools' orchestra, concerts;
- Design and technology – visits to local factories, design centres;
- Computing – its use in local shops/libraries/secondary schools etc;
- RE – visits to local centres of worship, visits by local clergy.
- PSHEC– visit to the fire station, visits by local police officers and health workers.

## **RESIDENTIAL ACTIVITIES**

Children in Years 3- 6 have the opportunity to take part in residential visits. These activities are in school time and are designed to provide a focussed culmination of their studies at Boxgrove. The school makes a charge for this trip and considers on an individual basis any parent who has financial difficulties.

The residential visit enables children to take part in a range of outdoor and adventurous activities. The school only takes part in this trip with the prior approval of the Headteacher and Local Authority (LA). We ensure that only qualified instructors deliver the specialist activities that we offer the children.

## HOW VISITS WILL BE AUTHORISED

The Headteacher will appoint a party leader to be responsible for running the activity. This will normally be a teacher employed at the school.

The school's EVC, will be involved in the planning and management of off-site visits.

They will:

- ensure that risk assessments are completed
- support the headteacher and governing body in their decisions on approval
- assign competent 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 coach company used assures us their drivers too have had police checks
- make sure that all necessary permissions and medical forms are obtained
- keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example a local library).

Staff arranging or otherwise involved in off-site activities must familiarise themselves with the regulations, advice and procedures published by the DfE. All off-site activities must take place in accordance with the agreed instructions.

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the Headteacher 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.

Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the Headteacher will seek the approval of the LA before permitting the activity to take place.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

## RISK ASSESSMENT

A comprehensive risk assessment will be carried out by the group leader before the proposed visit is put forward to the EVC and Headteacher. 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?***

Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account 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 with regard to the age and any particular 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 particular 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 judgements about the risks it may involve.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the Visit Plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school, and should be built into the overall financial arrangements for the visit itself.

An activity should normally have sufficient adults taking part to provide the following minimum ratios:

- |   |                                       |   |
|---|---------------------------------------|---|
| • | Early Years, visits may be as low as: | 1:4 unless<br>exceptional circumstances |
| • | Years 1 - 3,                          | 1:6                                     |
| • | Year 4 - 6,                           | 1:10 or 1:15                            |

Any trip will require a minimum of two adults. However, these are *minimum* requirements, and may *not* provide adequate supervision in all cases.

A risk assessment must also cover transport to and from the venue. The coach company we use should provide us with a letter detailing all the health and safety measures it routinely takes, including:

- The provision and required use of seat belts
- Proper vetting of the driver by the police
- Proper insurance for the driver
- Details of first aid and emergency equipment
- Breakdown procedures.

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

A copy of the completed risk assessment will be uploaded to the EVOLVE website for the Headteacher, the governing body and Educational Visits Coordinator to look at. A copy of a sample risk assessment is attached.

### **COSTING AND TRANSPORT**

The costing of off-site activities should normally 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 fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit. We instruct all children, and adults, whether travelling by car, minibus or coach, to attach their seat belts.

Where private cars are used for transport, the group leader is responsible for checking that the insurance of each driver covers such journeys (giving a copy to the office), and double-checking that each driver has been subject to the normal DBS/police checks.

### **COMMUNICATION**

**Parents** - The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. As part of this written communication information shared with the parents will include the intended learning outcomes of the educational visit. Parents must give their permission in writing before a child can be involved in any off-site activities.

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). The school will fund all children whose families are suffering from hardship in discussion with the family.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. The school will offer to fully fund residential visits and swimming for all Pupil Premium children and will ask parents of these children to fund 50% of educational visits if they require support.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity in reasonable time.

**Communication between staff and volunteers during the visit** - Mobile phones may be used in settings as long as their use is appropriate. The use of a mobile phone must not detract from the quality of supervision and care of the children.

### **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, 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 a contact telephone number, programme and timetable for the activity.

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 medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or themselves, the party leader should discuss with the Headteacher the possibility of excluding that child from the activity.

### **DUTY OFFICER**

For **all** journeys the school must identify a duty officer. For residential journeys there should also be a home-based contact. The duty officer is the person who will support the party leader and group in the event of a serious incident, accident or emergency, or on any occasion where there might be media interest. He or she must be an experienced, senior member of staff who has sufficient authority to be able to offer support and guidance in difficult circumstances.

The duty officer must have full and complete details of the journey, including contact details for participants and staff. The duty officer must be available for the party leader until the group has returned safely.

In the event of a serious incident, the duty officer should immediately seek advice and support from the Local Authority (LA). The procedure for this is outlined below.

### ***Immediate action following a serious accident or incident***

A serious accident or incident is defined as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury
- circumstances in which a party member might be at serious risk or subject to serious illness
- any situation in which the press or media might be involved.

### ***Operation Duke***

Operation Duke is the name of the LA emergency response scheme.

It provides a network of support for a group facing an emergency and will be the means of involving senior officers within the LA who have been trained to assist if an emergency or serious incident occurs.

### **Guidance notes for party leaders**

Remember that serious accidents and incidents are extremely rare, but if one occurs it certainly makes great physical and emotional demands upon you. These guidance notes are designed to help Leaders deal with an emergency.

**Remember that you are not alone: the LA and the school/organisation will support Group leaders as much as possible.**

### **Care of the group**

- Ensure safety from further danger.
- Contact local emergency services immediately and follow their advice.
- Deploy other staff/adults as effectively as possible in continuing to ensure the welfare of your group.

### **Communication**

Contact duty officer, or, if the duty officer is not available, contact SCC Emergency Planning Officer - Telephone: **07831 473039**

They will be answered by:

- the SCC Emergency Planning Officer (in person) – quote ‘Operation Duke’

or:

- an answerphone – quote ‘Operation Duke’, leave a message and your number. **They will be called within 5 minutes.**

or:

- a messaging service – quote ‘Operation Duke’, leave a message and your number. **They will be called within 5 minutes.**

More detailed guidance on procedures and requirements can be obtained from DfE and Surrey LA held in the Headteacher’s room.

### **GROUP LEADERS’ PLANNING**

Group leaders must liaise closely with the EVC and (if required by them) read thoroughly appropriate guidance for off-site activities, such as:

- *Health and Safety: advice on legal duties and powers (DfE) February 2014*

They must submit their plan for the trip using the EVOLVE website after an initial conversation. (For more details see below). This records in writing the arrangements that have been made.

### **VISIT PLAN**

The EVOLVE site will help to gather the information for intended educational visits. To help complete the online form it will ask group leaders to have thought about/planned for the following:

- Appropriate risk assessment
- Report on preliminary visit
- Application for approval of visit
- General information
- Names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit
- Travel schedule, importantly arrival and departure times
- Accommodation plan (if applicable)
- Full schedule of activities
- Fire precautions and evacuation procedures
- Intended arrangements for supervision
- Insurance arrangements for all members of the group
- Emergency contacts and procedures
- General communications information
- Guidance for the emergency contact and Headteacher
- Medical questionnaire returns

- Quantity of first-aid boxes.

To submit a trip visit Group leaders must log on to <https://evolve.edufocus.co.uk/>

Each teacher has been given a username and login. If they cannot recall it, they must contact the EVC.

So that proper time can be given to arrange meetings/inform relevant parties:

- Forms for non-residential visits must be submitted for approval with consideration for time to meet to discuss the plan (generally at least 2 weeks before the trip/ activity).
- Forms for residential trips must be submitted to the LA by at least 1 month prior to trip.

### ***Post Visit Evaluations:***

Post trip, Year Group Leaders will take responsibility for consulting staff and then complete a post visit evaluation, which will clearly identify whether intended learning outcomes were achieved, key strengths shared and any amendments necessary for future educational visits to the venue. This will then be reviewed by the EVC and amendments to future provision will be made.

Near accidents must be reported to the Headteacher and a written description kept. Near accidents must also be considered in future risk assessments. In addition, it would be helpful if these reports were supplied to the LA, so that any lessons learned can be shared with all schools and groups. This would be done on an anonymous basis.

### **PREPARING PUPILS**

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

### ***Participation***

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

### ***Information to pupils***

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- The aims and objectives of the visit / activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Why safety precautions are in place
- Why special safety precautions are in place for anyone with disabilities
- What standard of behaviour is expected from pupils
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures
- Equipment to bring
- Pocket money limits.

## Planning an Educational Visit – Helpful Tick List Sheet -UPDATED March 2019

Tasks	Tick
1. Check diary for clash on potential dates. Add trip date to school diary. Notify Catherine. <b>(1 term before)</b>	
2. Obtain costs for entrance fees and coaches and any other anticipated expenses. Check with Catherine, for booking of coaches and costings. <b>(1 term before)</b>	
3. Write a letter to parents (see Nicky for previous information) Include all relevant details; venue, subject, justification, times, cost, parental contribution, clothing and money for children to bring. Send to head for approval. <b>(1 term before)</b>	
4. Visit the proposed venue. Check venue for toilets, eating environment, shops, and fire precautions. Speak to any relevant staff. <b>(4 week before)</b>	
5. Confirm with parent helpers who is required and who isn't. Send out confirmation letter to each parent helper (On Drive) with date of parents meeting. Check parent helpers are DBS checked. If not they cannot be left on their own with children or take on toilet trips. <b>(3 weeks before)</b>	
6. Discuss lunch arrangements with Kelly (3 weeks before)	
7. Complete the necessary pre visit paperwork i.e. visit plan, risk assessment. <b>Ensure all activities described are risk assessed. Enter information into Evolve to gain authorisation from AHT. Upload Risk Assessment to Evolve. (2 weeks before)</b>	
8. Arrange parent meeting for those helping. Discuss and hand out risk assessment. Ensure all parents have a clear understanding of the day and expectations. Collect in paperwork shared at the meeting. <b>(1 week before)</b>	
9. Give the <b>office</b> information of names and numbers of party, contact telephone numbers (staff mobile numbers), programme of day and timings. <b>(on the day)</b>	
10. Collect children's medicines. <b>(on the day)</b>	
11. Check all the medical consent forms (residential) or emergency contact numbers of pupils for trips out of school hours. <b>(on the day)</b>	
12. Collect First Aid kits. Check all the emergency contact numbers. (Operation Duke in first aid kits) <b>(on the day)</b>	
13. Take a mobile phone for emergency usage <b>(on the day)</b>	
14. Make sure all the adults know their duties – have copy of risk assessment <b>(on the day)</b>	
15. Phone <b>school office</b> when arrived and when leaving with approx <b>ETA.</b>	
16. Collect in all the paperwork given to parents - arrange for shredding <b>(GDPR) (on the day)</b>	

### After



Complete Post-trip review evaluation	
Thank all the children, parents and helpers	



**Journey costing calculations:**

**Proposed journey** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Teacher i/c:** \_\_\_\_\_

**Timings: Leave school:** \_\_\_\_\_ **Arrive back:** \_\_\_\_\_

**Entrance fees:** £ \_\_\_\_\_

- £ \_\_\_\_\_

- £ \_\_\_\_\_

- £ \_\_\_\_\_

- £ \_\_\_\_\_

- £ \_\_\_\_\_

**Coach costs:**

- £ \_\_\_\_\_

**Other costs:**

E.g. resources / adults charges £ \_\_\_\_\_

- £ \_\_\_\_\_

- £ \_\_\_\_\_

**Total expected costs:** £ \_\_\_\_\_

**Number of pupils expected to go on journey:** £ \_\_\_\_\_

£ \_\_\_\_\_

**Estimated cost of journey per pupil:** £ \_\_\_\_\_

- £ \_\_\_\_\_

- £ \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

\_\_\_\_\_

**Finance Authorised by:** \_\_\_\_\_

\_\_\_\_\_

<b>Risk assessment for :</b>		
<b>Name of Group Leader:</b>	<b>School: Boxgrove Primary</b>	
<b>Assessment Undertaken:</b>	<b>Signed:</b>	<b>Review Date :</b>

**Number of children**    **Age of children:** **Year Group**

**Number of Staff**                      **Names of staff:**

**Method of transport:**

**Plan for day/ Details of pre-meetings:**

<b>Hazards</b>	<b>Who is at risk?</b>	<b>Control Measures</b>	<b>Review</b>