



LEARNING OUTSIDE THE CLASSROOM INCLUSIVE OF SCHOOL JOURNEYS (EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES POLICY)

This policy applies to the whole school including the Early Years Foundation Stage (EYFS) is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Owner: Emma Redgrave

Effective Date: September 2025 Review Date: September 2026

Legal Status:

- Health and Safety Department of Education (DfE) advice on legal duties and powers for local authorities, Headteachers, staff and governing bodies (DfE 2014)
- Health and Safety Executive (HSE) School trips and outdoor learning activities tackling the health and safety myths (HSE July 2011)
- The school has regard to guidance and advice from the Outdoor Education Advisory Panel (OEAP 2013)

Related Documents:

- EYFS Appendix for Educational Visits and Off-Site Activities
- Action to be taken by the Group Leader in the event of a serious accident
- Essential Guidance by OEAP
- Personal, Social, Health and Economic Education (PSHEE) and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Development
- Critical Incident/Crisis Management
- Health and Safety policies

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged.

Signed: [E.Redgrave](#)

Miss Emma Redgrave
Headteacher



At Eastcourt School, we offer our children a broad and balanced curriculum that promotes their spiritual, moral, cultural, intellectual and physical development, and prepares them for the opportunities and experiences of adult life. We seek to deliver an appropriate curriculum to all children, regardless of social background, race, gender or differences in ability. All children are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits/visitors and other activities that add to what they learn in our school.

All visits have clear, relevant and achievable aims and objectives, supporting our practices and policies, and allowing our children and staff to interact less formally than usual, thus improving child/staff relationships. In order to promote safe practice, the school monitors, and where necessary challenges, the educational objectives that have been stated for a visit. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.

Scope and Remit: The National Guidance (NG) document ["Basic Essentials MUST Read - Status and Remit"](#) clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base
- direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom;
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: ["Underpinning Legal Framework"](#)

Approval: The Headteacher's approval must be sought before any bookings, letters or deposits are made. This is done on a termly basis by completing the document which will then be looked over by members of the Senior Leadership Team (SLT). Only the Headteacher or deputy, is able to approve the organisation of such activities. Assessment, training and support of visit leaders is a priority. Refer to [National Guidance](#) document: ["Assessment of Competence"](#)

Recognising the benefit of learning away from the school

It is one of our aims to give all children every opportunity to experience trips and visits outside the school environment. We believe that the world should be a classroom just as much as our premises. It is by extending



learning beyond the classroom, and by drawing on opportunities the Eastcourt education becomes **distinctive** and enables our children to gain life skills and a first-hand perspective, which would not be possible through classroom instruction alone. We encourage teachers to undertake educationally valuable visits to sites, providing these do not unduly hinder the normal operation of the school and that the Health and Safety and welfare of children is paramount always. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.

‘Well-managed school trips and outdoor activities are great for children. Children won’t learn about risk if they’re wrapped up in cotton wool.’

In striking the right balance between protecting pupils from risk and allowing them to learn from educational visits we:

- provide learning opportunities for all our pupils;
- focus on real risks when planning educational visits and manage these risks during the off-site activities;
- ensure those running the activity understand their roles, are supported and are competent to lead or take part in them.

The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of pupils and staff are maintained. The school uses recent and relevant guidance published by the ‘Outdoor Education Advisory Panel’ which has been approved by HSE. We ensure that our school fulfils its responsibilities for visits, including:

- pupils’ behaviour
- plans visits to include risk assessments and first aid;
- ensures appropriate supervision including ratios and vetting checks;
- prepares pupils for visits including those with medical needs;
- takes a member of staff able to/ responsible for dealing with medical needs;
- communicates with parents;
- plans transport;
- has insurance in place;
- makes appropriate arrangements for the range and types of visit;
- has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted.

The school ensures that it follows both DfE and Health and Safety at Work guidance and regulations (including those issued by the Headteacher of the School) concerning activities that take place off school premises. Parents are informed where their child will be at all times and of any extra safety measures required. Written consent is requested.

Equal Opportunities and Inclusion: We are an inclusive school. The challenge is to make activities available and accessible to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. The school recognises that there are significant factors to be managed which may override other considerations. Our risk assessments are within the context of the school’s Equality and Diversity Policy.

Category A: Offsite Visits within the local Community: This category includes any visits for which there is an element of risk similar to that encountered in daily life. It includes visits to sports complexes, sports fixtures, theatre visits, local field study work and visits to other local sites of educational interest.



Category B: Outdoor and Adventurous Activities within the local Area: These are activities that have a perceived extended risk to include such things as sailing, canoeing/kayaking including activities at commercial and not for profit activity centres such as Stubbers. Leaders are expected to provide a site/ group specific risk assessment for the activity, and to ensure all insurance and Health and Safety requirements are fully operational.

What our staff should expect from our school: *‘Teachers should expect their schools to have procedures that encourage participation, are proportionate to the level of risk and avoid bureaucracy.’* Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved, and ensure that communications with others are clear. Our arrangements also ensure that;

- risk assessment focuses attentions on real risks – not risks that are trivial and fanciful;
- proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed;
- those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more;
- Staff are given the training the need to keep themselves and children safe and manage the risks effectively.

What our school, pupils and parents should expect from the staff: *‘Those running school trips need to focus on the risks and the benefits to people – not the paperwork.’*

Our staff running school trips should clearly communicate information about the planned activities to colleagues and pupils (and parents where appropriate). This should explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- putting sensible precautions in place, and making sure these work in practice;
- knowing when and how to apply contingency plans where they are necessary;
- heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities).

Special Educational Needs, Disability and Learning Outside the Classroom: Where pupils are identified as having particular special needs this is reflected in a higher staffing ratio.

We do not discriminate against a disabled pupil either intentionally or unintentionally where such discrimination can be prevented by taking *“reasonable measures”*. All our children are included in all off-campus visits. Where their inclusion appears to require special adjustments, a risk assessment is undertaken. This is in two parts: firstly in terms of a whole visit or activity and then secondly in relation to the inclusion of the individual pupil. The risk assessment includes details of any special aids and equipment that the pupil may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. This will usually entail discussion with the pupil, parents, Group Leader, other supervisors and the manager of the venue to be visited.

Where appropriate, Eastcourt School ensures:

- the adult assigned to the supervision or care of one particular participant should be qualified to deal with their specific needs.

The decision on the ratio and additional requirements to meet the need of the child, will involve discussion with others including the pupils, parents, Group Leader, other supervisors, and the manager of the venue to be visited. Refer to NG document: [“Inclusion”](#)



Responsibilities and the Health and Safety at Work Legislation: Legislation is enforced by the Health and Safety Executive, which has set out to clarify the position in its Health and Safety: Responsibilities and Powers (2001) document. Overall responsibility is with the Headteacher to ensure the health and safety of:

- teachers, non-teaching staff and other leaders;
- children and young people, both in their establishments and when undertaking off-site visits and ventures;
- visitors to the educational establishments and volunteers involved in approved activity.

Mobile Phones and Cameras: Mobile phones and cameras are provided by the school for educational purposes.

What does assessing and managing risks mean? Health and safety law often refers to risk assessment and risk management. These are terms used to describe the process of thinking about the risks of any activities and taking steps to counter them. A written assessment is not required for every activity. Our teachers should assume they only need to carry out a written risk assessment in exceptional circumstances. Where a risk assessment is carried out, the Headteacher must record the significant findings of the assessment.

Some activities, especially those happening away from school, such as canoeing or sailing, involve higher levels of risk. In these cases, an assessment of significant risks should be carried out. Our Headteacher ensures that the person assessing the risks understands the risks and is familiar with the activity that is planned.

However, a risk assessment is certainly not needed every time our school takes pupils to a local venue such as a park or museum. Our school will always take a common sense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help children to undertake activities safely, not to prevent activities from taking place. We cannot remove risk altogether and we do not require needless or unhelpful paperwork.

Tackling myths about legal action: We understand that some schools and teachers worry about being prosecuted if an accident occurs. The HSE *policy statement School trips and outdoor learning activities: Tackling the health and safety myths* explains that HSE's main interest is in real risks arising from serious breaches of the law, such as a trip leader taking pupils canoeing but not ensuring they were all wearing buoyancy equipment.

The Statement makes clear that HSE wants to encourage all schools and local authorities to remove wasteful bureaucracy – so that they focus only on real risks and not on paperwork. It also explains what HSE takes into account when deciding whether to prosecute following an accident. This might include the severity of the injury, how far good practice was followed, the seriousness of the breach of the law and whether it is in the public interest to prosecute.

More details can be found at <http://www.hse.gov.uk/enforce/enforcepolicy.htm> Criminal cases relating to accidents in schools are very rare. Sometimes civil proceedings in negligence can be taken against an employer or an individual member of staff. However, legal action for negligence against schools is only likely to be successful if:

- the school has not taken care of a child in a way that a prudent parent would have done;
- as a result, the child has been injured; and
- the injury was a foreseeable consequence.

Risk Assessments: Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit should include details of contingency measures. The Group Leader in consultation with the SLT assesses potential risks of a proposed visit, and concludes the necessary safety measures which need to be put in place to minimise these risks. Risk assessment/s will be drawn up before the



activity, if relevant adapted from a generic model, agreed with the SLT and signed off by the Headteacher and copies given to all staff involved.

Risk assessment for educational visits can be usefully considered as having three levels:

- **generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;
- **visit/site specific risk assessments** which will differ from place to place and group to group;
- **ongoing risk assessments** that take account of, for example, illness of staff or children, changes of weather, availability of preferred activity.

The risk assessment should take into account the type of visit, location, means of transport, number of children, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of children, possible weather conditions, participation of children with particular medical requirements, emergency procedures in the case of a child requiring medical treatment, insurance for the visit, appropriateness, insurance cover of any external providers and operators involved in transport – ensuring that all transport providers have the required Public Service Vehicle operators' licence. For all trips a pre-visit will be undertaken to enable the Group Leader to identify any potential hazards. Issues identified by exploratory visits must be satisfactorily resolved within the risk assessment.

Staff/pupil ratios: The ratio of school children to adults varies according to the age of the children, the nature of the activity and the special educational needs. The school will err to the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school. With very young children, and those with special needs, it may be necessary to have a one to one staffing ratio. Generally the following staffing ratio is appropriate:

- Reception - Year 2 - 1 adult for every 6 children;
- Years 3 – 6 – 1 adult for every 8 children.

The above are examples only and Group Leaders should assess the risks and consider an appropriate safe supervision level for their particular group.

All groups on a visit outside the school grounds will be accompanied by a minimum of two adults and where groups contain both boys and girls, wherever possible there is an adult of each sex. Regular contact must be kept with pupils who are enjoying non-direct supervision e.g. at a theme park or on a visit to a town. Pupils should only be allowed non-direct supervision within a strictly defined area and should be given firm guidelines as to the behaviour expected. They should be aware of where members of staff may be found. Pupils are instructed to remain in groups of at least 3 at all times.

Preparation for an off-site educational activity:

Pupils should, as far as possible, be involved in the planning of the activity, undertake appropriate roles whilst it is in progress and be involved in identifying Health and Safety issues that may arise. They should know the expectations of the Leader and have a full understanding of the parameters covering all aspects of the trip or activity.

Duties and Responsibilities of the Proprietor and Headteacher (Employer): Under the Health and Safety at Work etc Act 1974, the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off school premises. Regulations made under the Health and Safety at Work etc Act 1974 set out in more detail what actions employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require employers to:

- assess the risks to staff and others affected by school activities in order to identify the health and safety measures that are necessary and, in certain circumstances, keep a record of the significant findings of that assessment;



- introduce measures to manage those risks (risk management);
- tell their employees about the risks and measures to be taken to manage the risks;
- ensure that adequate training is given to employees on health and safety matters.

Our School sets out health and safety arrangements in a written health and safety policy.

The Headteacher must be made aware of all off-campus visits. It is for the Headteacher to arrange for the most appropriate method of the communication for this. It is the responsibility of the Headteacher to ensure that:

- the off-campus activity or visit is appropriate and relevant;
- the establishment can be run efficiently in the absence of staff engaged in the activity or visit.

Training: The school ensures that staff are given the Health and Safety training they need for the job.

Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found in the establishment. These are:

1. Headteacher
2. Senior Leadership Team
3. Visit or Activity Leader
4. Assistant Visit leader
5. Parents

Refer to individual documents headed as above.

Responsibilities of the Headteacher: This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the LA, DfE and others, as well as conforming to Eastcourt School Health and Safety policy. This management process is in conjunction with the expectations and standards that are to be achieved by making the most of the positive learning opportunities presented. Our delegation of responsibilities is done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments they require. We delegate some tasks to the SLT.

Duty as an employee: The law requires employees to:

- take reasonable care of their own health and safety and that of others who may be affected by what they do at work;
- co-operate with their employers on health and safety matters;
- do their work in accordance with training and instructions;
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

In addition, all staff in our school have a common law duty to act as any prudent parent would do when in charge of pupils. Employees should follow any health and safety procedures put in place by their employer. However if they feel that the procedure is inappropriate (e.g. it is too bureaucratic) they should discuss this with their employer and request that it is reviewed. We ensure that the procedures at the school are proportionate, effective and appropriate.



Our Teachers on school-led visits act as employees of the Proprietor, whether the visit takes place within normal working hours or outside those hours, by agreement with the Proprietor. Our Teachers will do their best to ensure the health and safety of everyone in the group and act as any prudent and reasonable parent would do in the same circumstances. They will:

- follow the instructions of the Group Leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the Group Leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable;
- be aware of potential conflicts of interest if their own children are members of the group and discuss this beforehand with the Group Leader.

Training: Our Headteacher ensures that staff are given the health and safety training they need for their job. This certainly doesn't mean that all employees have to attend a training course. It may simply mean providing them with basic instructions or information about health and safety in the school. Staff who do work which involves a greater element of risk, such as using woodworking machines, will need more training. There is more information available at <http://www.hse.gov.uk/simple-health-safety/provide.htm>

Responsibility

Responsibility within our school for the approval of visits remains with the Headteacher.

The school SLT will ensure that all necessary actions have been completed before the visit begins. This includes that a pre-trip visit has taken place, risk assessments and appropriate safety measures are in place, suitably competent instruction is available for the activity, the ratio of supervisors to children is appropriate and that arrangements have been made for the medical needs and special educational needs of the children. It is good practice for a member of staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning.

The SLT:

- being involved in educational visit management in order to ensure that the guidance and regulations are followed;
- working with Group Leaders to ensure that the aims of the educational visit are achievable and in line with those of the establishment;
- to recommend and organise the training of Group Leaders and help organise the induction of staff new to the venture and volunteers;
- to ensure that Eastcourt School management of behaviour and other relevant policies are able to be transferred off site successfully and are consistently used.

The SLT has overall responsibility :

- they have appointed a suitable group leader for each visit;
- all necessary actions have been completed before the visit begins;
- the risk assessment is complete and it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- parents have signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;



- they have the address and phone number of the visit's venue and have a contact name;
- they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.
- to confirm that the leadership of the visit is appropriate and to check staff qualifications; this to include accompanying staff and volunteers;
- to confirm that adequate risk assessments have been carried out;

The following functions will be carried out by the office:

- to ensure that liaison with parents and obtaining consent are effective.

The Group Leader: The Group Leader, who is the person with overall responsibility for the administration, programme, supervision and conduct of the venture, is an important part of the health and safety and good practice support system. Our Group Leaders should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies, in order to put good risk management procedures in place, that they can monitor and use. Relevant experience is essential along with accepting the need to:

- agree specific roles, responsibilities and communications systems;
- agree incident and emergency procedures, the who, where and what of such situations;
- agree what will happen if the practicalities of the day require a major adaption of the programme (ongoing risk assessment);
- have high expectations of what the children, young people and the venture can achieve.

It is the Group Leader's responsibility to ensure that all accompanying adults have group lists. Group Leaders and accompanying staff must carry these with them at all times. These lists should show:

- who is in their group
- The name and telephone number of the contact person/s who can be contacted in an emergency
- Full details of pupils names and any medical issues (School can be contacted to inform parents of any issues due to GDPR).

The Group Leader must also ensure that there is a contact person available throughout the period that the group is off-site. In addition, an accurate list of participants with the Group Leader's mobile telephone number must be forwarded to the SLT prior to the visit. However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

See link here: "[Early Years Foundation Stage](#)"

Refer to NG document: "[Ratios and Effective Supervision](#)"

Refer to NG document: "[Group management and Supervision](#)"

Preliminary Visits and Provider Assurances: All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The SLT will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by staff. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.



Points of Contact

For all off-site activities, the school will organise a 'Point of Contact' at the school. This will be the Office if the trip is during school hours. The contact person/s must have:

- Details of how and where the Group Leader may be contacted
- The names of all participants, including adults
- The distribution of pupils and staff if in separate groups
- The itinerary
- The names and telephone numbers of any travel company (including coach company) involved
- Access to parental home contacts for all involved (including adults)
- Details of the Designated Safeguarding Officer in the event of an emergency.
- A copy of the Risk Assessment and the Emergency Plan.

Collection from a Trip: In order to exercise their duty of care, the Group Leader must ensure the pupils' safe dismissal and departure from their supervision, at the end of a trip or activity. If arrangements for the safe return home of a pupil breaks down, (e.g. a parent fails to arrive etc.) the Group Leader must attempt to telephone the pupil's home to make alternative arrangements. The pupil will be placed in the care of the SLT who will allocate them a safe area in the school until the parent arrives.

Parents: The Group Leader will ensure that parents are given sufficient information in writing and are invited to any briefing sessions. The Group Leader will also tell parents how they can help prepare their child for the visit by, for example:

- reinforcing the visit's code of conduct;
- understanding the clothing and footwear that will be required and ensuring that this is provided;
- parents will be informed of the arrangements for sending a pupil home early and will normally be required to meet the costs of such arrangements;
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Parental consent to offsite activities: Written consent from parents is required for pupils to take part in off-site activities organised by our school. Most of these activities take place during school hours and are a normal part of a child's education at our school. Parents should be told where their child will be at all times and of any extra safety measures required.

Our parents are told in advance of each activity. Parents contribute to the success of the visit by;

- understanding the objectives of the visit;
- giving written consent;
- giving written consent to all emergency and other medical or dental treatment necessary for the safety and well-being of the child;
- giving clear information where relevant on their child's ability or inability to swim;
- providing clear information on their child's health and any special needs;
- giving permission for medical attention or medication if required;
- ensuring that there are clear contact arrangements.

Our School has a written policy setting out the behaviour expected of parents on the premises and the procedures that will happen when the school wishes to restrict a parent's access to school premises. A parent who has been banned from entering school premises is trespassing if he or she does so without permission.

Volunteers and other Responsible Adults: Parents may be used as a supplement to the staff. Parents, other voluntary staff or helpers including non-teaching staff must be fully aware of the visit risk assessment, itinerary, special instructions, emergency procedures and any other relevant information, along with their role, duties and responsibilities.



Non-Eastcourt adults acting as supervisors must:

- follow the instructions of the Group Leader and employed staff and help with control and discipline;
- speak to the Group Leader or employed staff if concerned about the health or safety of young people at any time during the visit;
- never be in sole charge of the young persons or remote from the support of the Group Leader or other supervisors.

Vetting and DBS Checks

All employees who work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered. Refer to NG document: ["Vetting and DBS Checks"](#)

Children and Young People

An essential aspect for the school policy is that all groups are made aware and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and 'down time'. The standard of behaviour expected of staff will be no different from behaviour expected within school. It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents. Everyone should be as risk aware as is realistic.

Children Accompanying Staff: All staff must be aware of the problems that can arise when their own children accompany them on a particular visit or activity. In these situations a conflict of role may occur. Where our staff do take their own children on a visit or activity the member of staff should supervise at all times a group which does not include their own child.

Information collected and distributed prior to trips and visits: Parents/guardians will be fully informed in writing about the trip or visit well in advance. Care will be taken to ensure that those accompanying the trip are fully informed about the special or medical needs of any pupils participating. Consent forms for emergency medical treatment and emergency contact numbers will be provided. Parents/guardians will always be given the code of conduct and details relating to standards of behaviour expected from children during the visit. Parents/guardians should also be advised that the school reserves the right to exclude a pupil from a visit on behavioural grounds. Trip organisers will ensure that all pupils involved in the excursion have been properly prepared and briefed.

Letters to Parents: As part of the information provided to parents about trips and offsite activities letters will be produced with the following details:

- Dates



- Times of departure and return
- Method of travel (if appropriate)
- Destination with full address and telephone number
- The name of Group Leader
- The aim and purpose of the visit, the activities planned, any hazardous or adventurous activity clearly specified
- The nature of supervision
- Costs
- A request for parental consent

The Educational Visit Information, Medical and Consent Form should be used for residential visits.

Insurance: The employer has, as required by law, appropriate insurance in place. The school holds Public Liability insurance, which will indemnify the school against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where the school is deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which the school may be considered responsible. Refer to NG document: ["Insurance"](#)

Transport: We only hire taxis, minibuses and coaches where drivers are CRB/DBS checked and each seat has either a seatbelt or a booster seat as is applicable. In advance of the trip pupils will be given clear safety instructions based on the risks associated with the particular type of travel.

Children must sit only two to a double seat. Seat belts must be worn and where appropriate booster car seats should be used. All drivers of the Oaks mini-bus must have undertaken an appropriate training course. In cases of long journeys, pupils will be given the opportunity to exercise after reasonable intervals. First-aid material must be carried and be readily available throughout the visit. Any mini-bus or other vehicle designed to carry nine or more passengers operated by the school is in accordance with the restricted *Passenger Carrying Vehicle (PCV) Operators licence* and any driver must hold a *PCV Driving Licence*. Also see NG document: ["Transport in Minibuses"](#)

Drivers: Those authorised to drive any pupils in the party should normally:

- be at least of the minimum age required by the local authority and its outdoor education adviser in relation to each vehicle (and under 71); and
- have a minimum of two years' driving experience; and
- have acquired some experience in handling the size or type of vehicle that will be used and MIDAS trained; and
- hold a current driving licence valid in the country of use; and
- never have been disqualified.

Each driver must be personally satisfied that:

- the driver is covered by insurance in respect of liability to passengers and others;
- the driver has made all necessary disclosures of material facts to the insurers, for example any particular problems relating to health;
- the vehicle is roadworthy;
- the driver has not consumed alcoholic liquor within twelve hours before or while in charge of the vehicle;
- the driver carries evidence of insurance.

Refer NG document: ["Transport: General Considerations"](#)

Any incidents must be recorded in writing.

It is the school's policy to travel only with a company or use an activity centre that has an external verified management system. It is likely that supervision will be by a combination of teachers, support staff and parents. There will be sufficient adults in the group to cover an emergency.



Adventurous Activities: Where adventurous activities are involved it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. Parents/guardians will be informed in writing of any adventurous activities that may be undertaken such as caving, abseiling, high ropes, etc.

First Aid

Most Eastcourt employees will as a minimum hold the 'Appointed Person' one day course of emergency first aid. Ideally a 'Full First Aider' who holds the full (3-day) course with a training establishment approved by the Health and Safety Executive will be in attendance. There will always be at least one member of staff on a trip who has completed the one day paediatric first aid training. A First Aid Kit should be carried at all times by the group leader. The Group Leader should check the kit is complete.

Critical Incident/Emergency Procedures: The Group Leader and other members of staff have a duty of care to ensure that all pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. In an emergency, there should be no hesitation to act and to take life-saving action if necessary. All necessary steps should be taken in advance of any visit to assess all risks and take necessary precautions. The detailed actions to be taken by the Group Leader in the event of a serious accident/incident forms an appendix to this policy.

Day Trips: A copy of the risk assessment (often generic), including pupil details and Group Leader contact details will be held in the School Office which will act as a contact point. The Group Leader will have a school mobile phone.

Complaints: Where complaints are received these should follow the school's complaint procedure. Where complaints are made by the school concerning provision made on behalf of our school these should be in writing from the Headteacher to the supplier of the service. All complaints are best dealt with as and when they arise.

Accounting for Individual Pupils: The Group Leader will ensure that each pupil who is not under visual supervision is accounted for. This means the Group Leader will know the identity, whereabouts and expected time and place of return of the pupil.

Child Protection: Eastcourt School Child Protection Policy and Procedures (available on the website and on request from the school office) will apply during educational visits. The Group Leader will carry out the duties of the Designated Person or will name an appropriate adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the educational visit will be dealt with appropriately at the time and will be reported to the Headteacher immediately on return.

Responsibilities of Pupils: The Group Leader will make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the Group Leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly, using safety equipment as instructed;
- 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.

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. Reasonable adjustments will be made for disabled children and those with medical needs.

Evaluation: Upon return to school a review and evaluation should be carried out as soon as possible. A copy of the completed form should be given to the Headteacher within one week of your return to school. Leaders should also



ensure that upon completion of a visit or activity a complete file of names, addresses, insurance arrangements, contacts, procedures, etc. is kept for at least three years. This information would be required in the event of any future claim arising from any incident that may occur on the visit.

EARLY YEARS FOUNDATION STAGE (EYFS) APPENDIX FOR EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES

This is an appendix to the "Educational Visits and Off-Site Activities Policy"

As part of our curriculum the children are taken for local walks and visits off the premises. Permission will be sought for children to be included in such outings. Children must be kept safe.

Before undertaking any outing, a full risk assessment must be undertaken, which includes an assessment of the required adult: child ratios which must take into account the nature of the outing. The child's parents must give prior written permission for the child to take part in outings.

The EYFS will inform parents whether a school vehicle or coach will be used. Records must be kept about vehicles in which children are transported, including insurance details and a list of named drivers. We would not consider private vehicles such as parent's cars to be acceptable forms of transport.

When taking a child on such a trip, outing or special event:

- Eastcourt School will adhere to all child/carer ratios
- Staff members will divide the children into small groups
- Staff will take a register, a first aid kit and contact numbers with them
- Staff will use a designated mobile phone.
- Staff will take anything that is deemed necessary for the comfort of the trip
- All children will wear Eastcourt School uniform or appropriate clothing.
- The register will be taken before setting off, on arrival, halfway through the visit, before departure and again on arrival at the school
- The trip file, held in the School Office, is updated before departure containing details of the trip and a copy of the school's and venue's risk assessments.

We actively encourage the children to go on school outings. They can enhance the curriculum and be of great benefit to the children. Also it gives them the opportunity to undergo experiences not available in the school. Outings help to develop a child's investigative skills and independence.

Senior staff: Senior staff must ensure the health and safety of everyone in the group including themselves and act appropriately.

They should:

1. Follow the instructions of the group leader and help with control and discipline.
2. Consider stopping the visit or activity, notifying the Headteacher, if they think the risk to the Health and Safety of the children in their charge is unacceptable.
3. Be aware of any children who require closer supervision, such as children with special educational needs.

Early Years Practitioners: Early Years Practitioners, inclusive of volunteers on the outing should be clear about their roles and responsibilities. They should:

1. Ensure the Health and Safety of everyone in their group.
2. Follow the instructions of their outing's leader and help with control and discipline.
3. Inform the outing's leader if concerned about the Health and Safety of the children at any time during the visit.



Parent/Carer Supervision: Outings are an important and essential part of the Early Years Curriculum, and in order to make these possible we may require parents/carers to accompany us. For planned outings requiring parent/carers help, details of the outing will be sent to the parents. We can then ensure that the outing can take place with enough staff, parents and carers. Parents/ carers should be carefully selected and will be known to the Headteacher. All adults must understand their roles and responsibilities at all times

Outings Checklist

1. Children in appropriate uniform if applicable.
2. Change of clothing for children.
3. Rubbish bags.
4. Lunch.
5. First aid kit (including any necessary medication/equipment for children with known allergies/ medical issues e.g. inhalers, Epipens etc).
6. Information pack about outing
7. Money
8. Camera/ Phone
9. Risk Assessment sheet

PLANNING OUTINGS

Action Plan

Outline proposal of visit.

Proposals will include:

- The outing's objectives.
- Date, venue and duration.
- Child: staff ratios.
- Resources needed and cost.

Planning

- Contact the venue to see if it is suitable
- What dates are available
- Appoint group leader and adult helpers
- Work out cost
- Complete Risk Assessment and exploratory visit.

Outings Proposal

- Meeting with the Headteacher and Deputy Headteacher and the outings leaders to discuss the details. This will include the proposed date, risk assessment, emergency procedures, transport, insurance, costs and staffing.

Risk Assessment

The following factors should be taken into consideration when assessing the risks.

- The type of outing and the level at which it is being undertaken.
- The location, routes of travel and modes of transport.
- A first aider must always be present on any outing.
- The competence, experience and qualifications of the supervisory staff.
- The ratios of senior staff and carers to children.
- Seasonal conditions, weather and times of the visit.
- Emergency procedures.
- How to cope when a child becomes unable or unwilling to participate.



- The need to monitor the risks throughout the visit.

First Aid

A first aider must always be present on any trip.

The minimum first-aid provision for an outing is;

- A suitable stocked first aid box.
- A person appointed to be in charge of first aid arrangements.

Other considerations when considering first aid needs should include;

- The numbers in the group and the nature of the activity.
- The likely injuries and how effective first aid will be.
- The distance of the nearest hospital.

First aid should be available and accessible at all times.

Children with Special Educational needs

Before the planned outing we would already beware of the child's special needs and therefore have an understanding of their limitations and problems that they may incur on the outing. Any issues we would consider whilst doing the risk assessment. We would take the following factors into consideration;

- Is the child capable of taking part in and benefiting from the activity?
- Can the activity be adapted to enable the child to participate at a suitable level?
- Will additional/ different resources be necessary?
- Is the child able to follow and understand instructions?
- Will additional supervision be necessary?

Safety Procedures for Farm Visits

Infections may arise from visits to farms and contact with animals. Important points of safety are as follows,

- Children should never kiss the animals.
- Regardless to whether the children have touched the animals, they must wash their hands thoroughly under running water after they have been with the animals, before they eat and when they leave the farm.
- Children who have handled animals must wash their hands thoroughly as soon as possible.
- Children must not put anything in their mouths, which has fallen onto the ground e.g. food, pencils/crayons.
- A waterproof dressing should cover cuts and grazes on children's hands.
- Children's shoes should be changed/cleaned after leaving the farm, and hands must be washed after doing so.
- The local Environmental Safety Officer (number in the telephone directory) should be contacted before the EYFS visits any farms to check there have not been any recent incidents.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor and Headteacher will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.