

# Educational Visits Policy

## Heathcote School and Science College



**Approved by:** Governors

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by:** Autumn 2024

## **Other Documentation**

This policy should be used in reference with the following documents:

- Behaviour Policy
- Safeguarding Policy
- First Aid Provision

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## **School Vision**

### **Encourage**

We encourage our pupils to take pride in their learning and community, to work hard, be kind, display good manners and achieve to the best of their abilities. Pupils are expected to seek and embrace feedback and show good manners, understanding and mutual respect for each other and display excellent behaviour at all times.

### **Challenge**

We challenge our pupils to push themselves, take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success, with an inspired drive for the most vulnerable to achieve their goals, and expect them to be present and punctual.

### **Succeed**

We succeed when all pupils enjoy their learning and reach their academic potential in all areas; leaving Heathcote as thoughtful, caring and honest citizens fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment and culture where they take a proactive role and develop socially.

## Context

We believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes Heathcote School a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include (but are not limited to);

- Improvements in their ability to cope with change and novelty
- Increased critical curiosity and resilience
- Opportunities for meaning, making, creativity, developing learning relationships and enhancing strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants; not passive consumers and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world', 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts.
- Greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## Key Personnel

### Governing Board/Headteacher

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. Who this is, varies with the type of establishment. It is critical that Head Teachers or Managers are clear about who is their employer. Employers have duties to ensure, so far as is reasonably practicable the health, safety and welfare of all employees and others who may be harmed by their activities. In addition, local authorities have a duty of care for the health and safety of all young people for whom they are responsible under the Children Act 2004.

The Headteacher, Ms Emma Hillman, on behalf of the governing board will ensure that:

- she has oversight of Heathcote School and Science Colleges' policies for outdoor learning and off-site visits;
- All activities and visits comply with employer and establishment policies and National Guidance, and are notified or submitted for formal approval as required;
- Arrangements are in place for the governing body to be informed of adventurous/overseas/residential trips and experiences.
- has clearly a suitable member of staff, Mr Neil Hutchins as the Educational Visits Coordinator (EVC), and the designated person meets your employer's requirements,

- including undertaking training as required in line with National guidance.
- has access to expert advice from a competent outdoor education adviser at the London borough of Waltham Forest;
- has ascertained that all leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated
- supports the EVC in ensuring that all activities and visits are effectively supervised with an appropriate level of leadership.
- supports the EVC in ensuring that information has been shared with parents, and consent has been given if required
- ensures that the senior leadership team (SLT) are clear about their role (if you are not leading the visit, you should follow the instructions of the designated Visit Leader, who should have sole charge of the visit);
- Suitable safeguarding procedures are in place, including appropriate vetting of all adults including volunteers, helpers and visitors
- visit leaders are assigned sufficient time to organise activities and visits properly;
- supports an apprenticeship/succession-planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs;
- ensures that arrangements have been made for the medical and special educational needs of all participants and staff;
- that Inclusion issues are addressed
- that suitable transport arrangements are in place
- Visits have contingency plans (a Plan B) to deal with changing circumstances;
- facilitates obtaining best value – consideration must be given to financial management, choice of external providers and facilities, and contractual relationships;
- Where charges are made to parents, these are within legal and employer requirements
- Appropriate procedures are in place to account for the visit finances;
- Risk Management is proportionate, suitable and sufficient
- Where the activity or visit involves a third-party provider, appropriate checks have been made and assurances obtained, a clear contract is in place setting out what the contractor is to provide, and the provider holds sufficient indemnity insurance
- Establishment policy identifies the types of visit that require a preliminary visit by staff;
- There are suitable emergency procedures in place for each visit, and your establishment has an Emergency Plan for off-site visits
- Details related to off-site activities and visits (including personal details of both participants and leaders) are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident;
- Serious incidents are reported to the governing board as required by your employer's guidance, meeting the requirements of RIDDOR;
- All visits are reviewed, addressing issues raised by any incident and informing future visits
- Visits are evaluated against their aims and objectives
- Outdoor learning and visits are included within the process of establishment self-evaluation

### **Educational Visits Coordinator (EVC)**

The EVC at Heathcote School and Science College is currently Mr Neil Hutchins. His role is to:

- Be a champion for all aspects of visits and outdoor learning;
- Challenge colleagues across all curriculum areas to use visits and outdoor learning

effectively in order to provide a wide range of outcomes for children and young people and contribute towards establishment effectiveness;

- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits/outdoor learning;
- Mentor leaders and aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs;
- Ensure that planning complies with your employer's requirements and that the arrangements are ready for approval within agreed timescales;
- Support your head/manager and governors/trustees in approval decisions so that all those with responsibility have the competence to fulfil their roles;
- Ensure that all activity is reviewed, that good practice is shared, and that any issues are followed up
- Ensure that activity is evaluated.
- Keep the senior leadership team and governors/trustees informed about the visits and outdoor learning taking place and their contribution to establishment effectiveness

## Visit Leader

The Visit Leader has overall responsibility for a visit. This includes the learning, development and supervision of the participants and the safety of all, including any other leaders and helpers.

Visit leaders will be supported through the process by the EVC and are offered training, this can be accessed in person or online via a video guide presented by the EVC.

No member of staff can be requested to lead a visit that they are not confident in, any visit leader must have been approved to lead the relevant trip/visit by the headteacher. It is expected that any visit leader must be specifically competent for the type of visit, and for any activities they plan to lead.

An '*Activity Leader*' is responsible for one or more specific activities during a visit. During some visits, all the participants remain in one group. The Visit Leader might act as the '*Activity Leader*' for all activities during the visit, or hand over leadership of one or more activities to an '*Activity Leader*' or third-party provider, while retaining oversight. During other visits, the group splits into smaller groups for some activities. In this case, the Visit Leader hands over the leadership of one or more activity groups to an '*Activity Leader*' or third-party provider, while retaining oversight of the whole visit and perhaps acting as an Activity Leader for one group. **There must always be a single designated visit leader for any visit or activity** and, if this role changes, there should be a clear handover.

The Visit Leader in carrying out their role will:

- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes;
- Liaise with your establishment's Educational Visits Co-Ordinator (EVC) to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all leaders and helpers accompanying the visit meet establishment requirements;
- Ensure that there is effective supervision;
- Take a lead on risk management (it is good practice to involve all the visit leadership team to ensure wide understanding and to give clarity about what they need to do, and to involve young people wherever appropriate);
- Define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever

possible;

- Ensure that any Activity Leaders are competent and confident to lead their planned activities, and are approved to do so if this is necessary (e.g. for adventure activities);
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked);
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues);
- Ensure that informed parental consent has been obtained as necessary;
- Provide relevant information to parents and participants, and arrange pre-visit information meetings where appropriate;
- Make sure there is access to first aid at an appropriate level;
- Ensure that if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision;
- Ensure that all leaders and any third-party providers have access to emergency contact and emergency procedure details;
- Review all aspects of the visit, both during and after the event Liaise with your EVC about evaluation of the visit
- Report any accidents, incidents or near misses.
- When working with third-party activity providers it is essential to avoid 'grey areas'. You should ensure that the relative roles and responsibilities of establishment staff and provider staff are clear, and that there is a clear handover when there is a change of leader.

## **Application for Educational School Trip/Visit/Experience**

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

Heathcote School adopts the LBWF's document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (available via EVOLVE Resources). EVOLVE is the web-based planning, notification, approval, monitoring and communication system, used by LBWF, to which all staff have access.

The Local Authority's guidance links directly with National Guidance <http://www.oeapng.info>

All staff are required to plan and execute visits in line with the guidance. Staff are directed to be familiar with the roles and responsibilities outlined within the guidance.

## **Types of Visit**

There are three types of visit, for each of which the approval process is slightly different:

1. Local Area Visits -staff using the local area to deliver lessons
2. Day trips- other single day visits within the UK, excluding adventurous activities. (some may be in the boundary of the LAR)
3. **Any other visit** involving adventurous activities, residential trips, travel abroad and/or an overnight stay.

## **Trip/Visit Leaders-Roles and Responsibilities**

Visit leaders are responsible for the planning of visits but should involve accompanying

colleagues and the children in this process. Staff must make appropriate checks of any third-party/external providers well in advance of any trip/visit. It is recommended that reviews of the venue, provider or experience are considered before committing to any trip or visit. Visit leaders must obtain assurances and relevant documentation regarding insurance policies in relation to pupils attending and participating in activities or experiences.

Many of the popular venues or pupil experiences run by external companies or operations can be found on the following link (<http://kaddi.com/>)

The Evolve system also provides a helpful platform where visits by other groups can be accessed and used for consideration. Both are found under the **Resources** tab once on Evolve.

Both can be helpful reference points for visit leaders to begin to consider destinations and experiences.

The School has procedures in place to enable trips to take place with effective and efficient safeguarding measures in place and excellent communication to all stake holders integral to the process.

Any staff member leading a visit needs to be assessed for competency.

We realise that staff competence is the single most important aspect of safe visit management and so we support staff in developing this competence in the following ways:

- An informal buddy system, where staff new to visits assist and work alongside experienced visit leaders before taking on a visit leadership role
- Supervision by senior staff of some educational visits where necessary including all residential trips
- Support for staff to attend training courses relevant to the role of visit leader if appropriate

In deciding whether any member of staff is competent to be a visit leader the head teacher will consider the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements, and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

## **Visit Planning and Approval**

Heathcote School and Science College have created an Educational visits checklist. This piece of documentation is a helpful tool or aide-memoir to assist in the planning process for any visits or trips. It can be used by any member of staff involved in the educational visit along with the EVC and Headteacher. This document can be found in the appendix or through the evolve system resources.

## **Local Area Visits (LAV)**

Local Area Visits are visits/trips or activities away from the school grounds. The LAV are only those which take place within a defined 'Local Learning Area' and form part of the normal curriculum. In the majority of cases these will take place during the normal school

day or just after. Heathcote School and Science College are fully aware of and supportive of utilising the local area to deliver trips and visits. The school's geographical proximity to such an appealing outdoor space as Epping Forest provides a wonderful backdrop in which to conduct, explore and study the world around our pupils. Trips or visits that are within a fairly close local vicinity of the school and do not involve any overnight stays, adventurous or dangerous activities or water margin activities are often deemed as Local area visits requiring somewhat less onerous paperwork processes. Heathcote School have therefore devised a LAV procedure which enables local trips to go ahead with somewhat less planning but no less safeguarding in place. Heathcote School pupils are competitive in their nature and enjoy the benefits of sporting competition and challenge. Many of our sporting visits occur regularly at the same venues with many of the same pupils throughout the academic year. In the most part standard, non-adventurous activities and local fixtures or leagues will fall into the category of a local area visit. In such cases the local area visit information would be compiled on Evolve and registers given to the main school office prior to departure.

Please see below our current LAV policy to be followed and actioned by any leaders of LAV visits.

These visits/activities:

- Must meet the school trip requirements in purpose and impact although not required to be identified, staff must be able to link the purpose of the trip/visit to the Heathcote School Improvement Plan (SIP).
- must be recorded on EVOLVE via the 'Local Area Visit' module.
- Do still require parental consent although this may be obtained at the outset of the term/ year or ongoing arrangement, i.e. school representative football team.
- do not **normally need additional** risk assessments / notes (other than following the Operating Procedure below). It is still expected that a risk assessment is always considered around any trip/visit but this may be a live, non written version on a day to day basis.

## Boundaries

The boundaries of the Local Learning Area consist of the London Boroughs of Waltham Forest, Enfield and Redbridge, **during the school day or until 6pm**. The area also extends north into the Essex county areas of Epping Forest District. It must be noted that these boundaries only apply if there are no residential or adventurous elements to any visit. Staff must also consider the terrain and accessibility when considering Epping forest.

This area includes, but is not limited to, the following frequently used venues: *e.g.*

- *Bluehouse Field*
- *Epping Forest, south of the M25.*
- *Drapers Field, E10*
- *Peter May sports Centre*
- *Chingford Library and Station Road*
- *Low Hall Farm*
- *Chingford Plains*
- *Enfield Town*
- *Leyton Orient Football Club*
- *Walthamstow Town/ Assembly Hall.*
- *Hoe Street*
- *Chingford Mount*
- *Chingford Goals*

'No-go' areas within the Boundaries

- Roads leading directly onto M25/M11
- City of London Airport
- Lea Valley reservoirs/canals
- North Circular Road
- Kings Road refuse site
- Proximity to large bodies of water in Epping Forest.

## Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic.
- M25/M11/A10/A406 major access routes in and around London.
- Water associated dangers with reservoirs, canals and lakes in the local area.
- Other people / members of the public / animals.
- Losing a pupil or becoming separated on route.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).
- Travelling at night or in areas with known associated gang activities.

These are managed by a combination of the following:

- The Head or EVC must give verbal or online approval before a group leave.
- Only staff judged competent to supervise groups in this environment are approved.
- There will normally be a minimum of two adults unless attending a local area sporting fixture, school visit or competition. (*- the key determinant will always be 'what would the pupils do if the only adult collapsed?'*)
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This should form part of the risk assessment. Staff to consider what should be the process for each visit, things such as return to school, wait where they are, go to x and ask for help, etc).
- Staff are to inform the EVC if there are any additional risks that become apparent in the local learning area. This is part of the ongoing visit review and evaluation.
- All remotely supervised work in the Local Learning Area is done in 'buddy' pairs as a minimum.
- When crossing roads, it is expectation that whenever possible pedestrian crossings are utilised.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will record the activity on EVOLVE (Local Area Visit module) and leave a register with the main school office
- A staff mobile is taken with each group and the office have a note of the staff mobile number. In some cases, this will be the school safeguarding mobile phone.
- Appropriate personal protective equipment is taken when needed (eg. gloves, footwear, shin pads, etc.) If there are any localised issues, eg. with drug needles, gang affiliated areas, etc, then staff can mark that bit as no-go, or add here how they will educate the pupils to deal with it – it is their home after all, so they need to be able to cope with it!

## All Other Educational Visits/Trips

The **visit leader** will ensure all the following steps are completed for any type 2 or 3 visit: For all trips **apart** from Local Area Visits (LAR) the process involves 5 distinct stages;

**Stage 1- Provisional trip consultation.** (<N:\1.Heathcote 2019-20\14. Curriculum\2021-22\Trip and enrichment activities\Enrichment Overview Sheet\Heathcote School Enrichment Plan - All depts.docx>)

Visit/Department Leaders must obtain outline permission for a visit through a stage 1 submission to SLT at the beginning of the academic year or at least 6 weeks prior to any proposed visit. Trips that have an adventurous, residential or overseas element must be submitted as early as possible in the academic year. These such trips take considerable planning and management requiring meticulous planning and must be submitted to the governing board and the Local authority for approval. Any trips scheduled at a later stage cannot be guaranteed to take place or obtain authorisation. Stage 1 involves compiling the basic outline of the trip under the relevant depts section on the Heathcote School Enrichment Plan document (see link above), it is expected that staff will have provisionally discussed this with their DL or Line manager. This will then be considered by the school leaders at an SLT meeting at the beginning of the academic year or at subsequent intervals throughout the school year. Once stage 1 has been authorised and provisionally placed into the school calendar can staff begin to develop a more detailed plan of the trip and onto Stage 2.

**Stage 2 – Initial trip outline.** (<N:\1.Heathcote 2019-20\14. Curriculum\2021-22\Trip and enrichment activities\Trips\Heathcote School Detailed Trip Request Form.docx>)

Visit leaders must then complete the Heathcote School detailed Trip Request Form (see link above).

The form must be completed in full or as much detail as is reasonably possible and must detail the rationale for the trip. All trips need to be considered alongside Heathcote School and Science Colleges' school improvement targets (SIP).

Once completed the form must then be emailed to the Deputy Headteacher and lead for Quality of Education (QoE), Mr Ben Abbott during the half term prior to the proposed trip, the expectation is that this is at least 6 weeks in advance.

Mr Abbott will then consider the trip with regard to suitability, financial viability, impact and cover/calendar implications. Visit leaders must check if an activity provider holds either an AALA licence (<https://aala.hse.gov.uk/aala/>) and/or an LOTC quality badge <https://www.lotcqualitybadge.org.uk/search>. If they don't hold the LOTC Quality Badge then they must complete a Provider Questionnaire.

The visit leader suitability will also be considered through consultation with the Assistant Headteacher and School Educational Visits Coordinator (EVC), Mr Neil Hutchins.

**Stage 3- Evolve completion and risk assessments.**  
([https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=walthamforestvisits.org](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=walthamforestvisits.org))

Visit Leaders must then complete the Evolve system process. Once logged onto Evolve, visit leaders click on the [Add](#) tab.

It is expected that this process will be completed at least 4 weeks prior to the trip, in the cases of adventurous and/or residential trips this timescale would be at least 12 weeks in advance. This will be supported by the EVC, Mr Neil Hutchins.

This **must** be completed by the visit leader but can be in collaboration with someone experienced in the completion of Evolve. It is absolutely imperative that the visit leader has a complete oversight of every element of the visit/trip.

The online system requires each trip to have **all** of the following sections completed;

- Trip Name
- Trip Type
- Trip purpose
- Dates
- Travel arrangements
- Proposed staffing (subject to change)
- Pupil attendees (subject to change)
- Proposed parent letter
- Proposed itinerary/outline plan of day (including travel details/journey).
- Risk assessment- if applicable both venue and establishment risk assessment and also school contextual risk assessment regarding pupils, travel, staff, first aid, etc.

Only once all of these sections have been completed the trip can be submitted to the EVC for Outline Approval via Evolve.

Once the EVC receives the online form notification through the Evolve system they will view the documentation and request any further details.

Visit leaders are responsible for running medical checks with the Medical Welfare administrator, Ms Debra Kaye in the main school office, she will also best advice on first aid requirements.

Visit leaders are responsible for reporting any medical/first aid concerns highlighted by the Medical Welfare administrator to the EVC.

All individual medical provisions held in school must be provided for the trip in the case of any pupils/staff that require them. This is managed by the visit leader, but may be delegated to a first aider attending. All first aiders must be notified by the visit leader of any medical needs or considerations.

#### **Stage 4 – Outline Approval granted by EVC.**

Once all of the previous stage 3 requirements have been met, outline approval will be granted by the EVC through the Evolve system.

Visit leaders must then request/ensure that all staff attending the trip complete an absence request on the Staff Absence Management (SAM) system.

<https://mysam.staffabsencemanagement.co.uk/Account/AppLogin>

#### **Stage 5- Establishment final approval granted through the Headteacher.**

*Heathcote School Headteacher, Ms Emma Hillman will view final arrangements and details*

*around trips. It is the Headteacher of Heathcote School and Science College that has the final decision regarding the vast majority of visits/trips leaving the school. In some circumstances, such as overseas visits this will be in collaboration with the London borough of Waltham Forest Educational services and the governing body, ultimately the Chair of Governors, Mr Michael Ashwell.*

Final approval involves the Headteacher, Ms Emma Hillman considering staff absence requests/allocation with Human Resource manager, Ms Heather Fleetwood. The Headteacher may request the visit leader and EVC make amendments to staffing or trip details. Visit leaders must ensure any parent letters are updated and submitted to the Headteacher for approval prior to being sent. to consider parent letters for content and detail.

Headteacher to grant establishment approval and sign off on Evolve system. Visit leader to communicate in advance with attendance team and school catering team regarding the numbers of pupils absent and the provision of Free School Meals (FSM) required on the trip/visit.

Parent mail to be used to send parent letters via the Teaching and Learning administration support team.

Visit leads alongside Department leads must secure all payments for trips 5 working days in advance of the visit/trip taking place. This is to be completed via Parent pay, online payment systems. Under no circumstance should there be any cash/cheque payments for trips/visits.

## **Stage 6 - Proceeding on the Trip**

Visit leader collates all of the following and ensures that these are accessible for the entire duration of the trip/visit;

- Parental permission has been secured for all pupils attending.
- Pupil register for both those on the trip and the main school office and attendance team.
- Emergency contact details for pupils and staff
- All risk assessments for school, specific pupils, journeys, venue and providers.
- Any tickets/passes that are required are to hand or are distributed
- All first aid kits and provisions as directed by the Medical Welfare Administrator and EVC. These are to consider pupils and staff needs.
- Equipment checks for inclement weather conditions or specific activities
- A working mobile phone preferably more than one, staff phones can be used on withheld numbers if contacting parents.
- Food provisions and contingency funds for unforeseen circumstances within reason.

## **First Aid**

Heathcote School and Science College has first aid provision on site. Off-site provision is simply an extension of this. The determination of the appropriate requirements for any trip/visit should consider the following:

- The nature of the activity/activities;
- The provision that is available at the venue or destination
- The nature of the group;
- The length of the trip in duration
- The likely injuries associated with the activity/activities;
- The extent to which the group will be isolated from the support of the emergency

services (both in terms of distance and response time).

During an epidemic such as coronavirus, you should consider including in first aid kits hand gel, antiseptic wipes, tissues, bags for waste, gloves and face masks and possibly disposable aprons and eye protection.

Qualified first-aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support should be available at all times.

This will require that one or more staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group;
- Knows how to access, and is able to access, qualified first aid support.

First aid kits are available in the main school office and are allocated by the Medical Welfare Administrator, Ms Debra Kaye.

The school PE department is expected to provide and maintain a fully compliant first aid kit for any fixtures or events that a school sporting group are attending.

## **Emergency Procedures**

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit and will update the Critical Incident Policy this year (see Appendix 2).

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the local authority, the London borough of Waltham Forest.

## **Parental Consent**

All parents sign a form at the start of the school year giving permission for trips to the local area – see extract below:

### **Section 4 – Other consent not relating to the use of personal information**

**4.1** – I am happy for my child to participate in off-site PE activities

**4.2** – I am happy for my child to participate in off-site educational visits which take place within the school's local area.

Information to parents for each trip should therefore give full details of the visit, the reason for the visit (educational aims), supervision arrangements, cost and the transport arrangements.

## **Inclusion**

Equal opportunities underpin our education principles at Heathcote, and we strive to ensure that all pupils can participate fully in all education activities, which includes educational visits. Staff will need to consider every individual pupil's needs and whether the venue/destination or experience has the facilities and capacity to ensure all pupils are safeguarded and afforded equality. Consideration to all pupils is a necessity but additional thought must be

provided around pupils with SEND, any LGBTQ+ requirements/considerations, SEMH needs and medical/mobility issues. These where appropriate will need to be considered and thought through in advance, in some circumstances pupils themselves will need clarification in advance of the visit.

Heathcote School are currently introducing a pupil passport which will help to identify what experiences a young person has had whilst at Heathcote and what experiences are still required as they move through their schooling. Many of these experiences will involve visits or activities away from the school site. At Heathcote School, our pastoral leads have been asked to compile a contextual disadvantaged pupil list to ensure that those in less privileged or less fortunate circumstances are offered the same opportunities/experiences as those in more fortunate situations. This should ensure that all pupils have the same opportunities both inside and outside of the school with regard to the educational offer.

### Refusal to Attend School Events, Trips or Visits

Pupils who have poor behaviour records may be refused entry to school events, trips or visits. Each enrichment activity will have a clear threshold for entry and this will be clearly explained to pupils. Pupils who have been isolated, excluded or have multiple IEs in given period of time maybe refused entry to trips, events or activities. The Head Teacher reserves the right to refuse entry to any school, events, trip or activity without any notice. This is to ensure that school trips can take place safely and for the school to ensure that pupils that attend are upholding the standard of behaviour and maintaining Heathcote's reputation.

### **Charging / Funding for Trips**

Most trips have some cost and these should be reimbursed through a considered plan whether this be through parental contributions, secured external funding streams or the schools budget. At Heathcote School we endeavor to ensure that all pupils receive a fully inclusive offer regarding their education and this extends to trips and experiences. Although this cannot always be the case, at times we will consider support for Pupil Premium/'Heathcote disadvantaged' pupils from the hardship fund if appropriate. Requests should be made to the Year leader/Inclusion Manager.

### **Transport**

Travel arrangements should be included in the risk assessment in detail. This should provide an overview of the transport, route, rough times and potential amendments that would be alternative means of travelling. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule; pupils may also be asked to check the seat belt of their neighbour. If a minibus is being borrowed or hired, the driver must have passed the LBWF test for the driving of council vehicles or the equivalent Community Transport test.

If any pupils are to travel by car, the driver must complete the 'Private Car' form - Refer to LBWF's guidance document. This is also relevant to sports fixtures, and applies to both staff and parents' cars. A new form must be completed every academic year.

## Uniform

Pupils must wear full school uniform on all day educational visits, only on exceptions where pupil uniform may not be appropriate attire for the nature of the visit (e.g. an adventurous activity or overseas visit). Permission for non-uniform must be sought through Head Teacher.

## Assessment of Risk

A 'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

In considering risk, there are 3 levels of which visit leaders should be mindful:

- Generic Risks – normal risks attached to any activity out of school. These will be covered by careful completion of the 'Educational Visits Checklist'.
- Event Specific Risk – any significant hazard or risk relating to the specific activity and outside the scope of item 1 above. These should be recorded on the ESRA(Event Specific Risk Assessment) form.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

Further detail on risk assessment will be found on the Evolve resources section. This has been downloaded from the Outdoor Education Advisors Panel guidance (OEAP) and this is best practice at national level.

## Plan B

Despite the most detailed pre-visit planning, things can go wrong on the day, eg. Member of staff is ill, transport fails to arrive, museum have lost booking, etc. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This should be considered on the risk assessment

## Staffing Ratios

A professional judgement must be made by the Visit Leader, EVC and Headteacher as to the appropriate ratio for each visit.

This will be determined by:

- The nature and duration of the visit and the planned activities;
- The location, weather conditions 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, sex, 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.
- nature of the venue
- mode of transport being used.

All staff on the visit must have a valid enhanced DBS check.

There is no **absolute** requirement for children to be accompanied by staff of the same sex, even on residential, 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. In the majority of cases visit leaders should plan around staffing provisions with both male and female members of staff. If this is not possible then dialogue between the EVC and Headteacher will need to take place.

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.

## **Supervision**

Pupils must be supervised throughout all visits. The decision to allow remote supervision should be based on risk assessment and must consider factors such as:

- prior experience of pupils
- age of pupils
- responsibility of pupils
- competence/experience of staff
- environment/venue
- activities undertaken

## **Safe Guarding**

Some pupils are more likely to make a child protection disclosure in an informal setting. Refer to the Safeguarding Policy and procedures.

## **First Aid**

The level of first aid provision should be based on risk assessment. On all visits there should be a member of staff who has a good working knowledge of first aid. The Appointed Person First Aid Certificate is the minimum requirement for residential visits.

First aid kits are available from the School Office; if the visit involves the party splitting up over any distance, a kit should be taken for each group.

## **Water 'Margin' Activities**

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then follow the national guidance contained in OEAP '**Group Safety at Water Margins**' also uploaded onto the Evolve platform.

## **Educational Visits Checklist**

This checklist is an essential part of the risk management process and is applicable for all visits. This is accessed through the Evolve platform.

## **On the Day of the Visit**

Be sure to:

- Have verbal or written permission from the HT that the trip has been approved and paperwork signed off. This should be completed on the Evolve platform.
- Ensure forms for permission are collected, checked and actioned.
- Ensure relevant teachers and the School Attendance Officer are aware of pupil absence
- Collect first aid kit(s) and any medical provisions
- Collect the school mobile phone
- Completed a register before leaving and update the main office of all those in attendance

During the course of the visit, pupils should be counted regularly as appropriate, and always when changing locations. Always 'double-count'.

It is advised that staff take the mobile phone from the Finance Office for a visit. The mobile phone(s) should be switched on during the entire visit. Alternatively if staff wish to use their own phone this is permitted but staff must always withhold their number if a personal phone.

### ***After the Visit***

It is important that after each visit debriefing takes place through line management. This should take place within a week of the visit date, and should involve the Visit Leader, accompanying staff and, if appropriate, the supervising parents. The trip should be publicised in the School Newsletter, social media and on the school website.

## **Appendix 1**

### **Extended Learning Territory**

#### **Boundaries**

The boundary of the territory is the perimeter of the School grounds and local area. This area includes Bluehouse Fields which is a frequently used venue. We use this area on a daily basis for a variety of learning activities and approved staff are allowed to operate in this area without completing the visit approval process so long as they follow the agreed standard operating procedure. The EVC and the office maintain a list of currently approved staff.

#### **Operating Procedure**

The following are potentially significant hazards within our extended territory:

- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish etc)

These are managed by a combination of the following:

- Only members of staff that are judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC
- The concept and operating procedure of the extended learning terrain is explained to all new parents when their child joins the school.
- Staff are familiar with the area, including any 'no go areas' and have practiced appropriate management techniques.
- Staff will deposit in the office a list of all pupils and staff, a proposed route and an estimated time of return. A school mobile is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

## **Appendix 2**

### **Emergency/Critical Incident Procedure**

The school's emergency response to an incident is based on the following key factors:

There is always a nominated emergency base contact for any visit (this is the office during school hours).

This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager.

The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).

Both the visit leader(s) and the base contact know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability; involves serious injury or fatality or where it is likely to attract media attention.

The National Guidance role specific emergency action cards are carried by:

- a) The visit leader
- b) The first point of contact (e.g. the office receptionist)
- c) The designated base contact senior manager

This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders

## **Appendix 3**

[Heathcote School Enrichment Plan](#)

## **Appendix 4**

[Heathcote School detailed trip Request Form](#)

## **Appendix 5**

[Heathcote School educational visits checklist](#)

## **Appendix 6**

[FSM /catering provision for trips](#)

## **Appendix 7**

[Heathcote School Day trip Risk assessment](#)

## **Appendix 8**

[Heathcote School overseas/residential Risk assessment](#)