



Safeguarding, H&S for activities out of School

Communicating love; Inspiring
our Community to Flourish

2018

Date Written: June 2018

Date Ratified: June 2018

Next Review Date: June 2021

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

AIMS AND OBJECTIVES FOR EDUCATIONAL VISITS

Our aim at St Gabriel's CofE Academy is to enable our pupils to flourish in every way. We strive therefore to provide the best possible education for all, treating every member of the school community as an individual, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Educational Visits are an integral part of the children's education at St Gabriel's. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. As well as providing wonderful learning opportunities for our curriculum, they provide an opportunity to develop social skills, independence and resilience which have a long-lasting beneficial effect.

NATURE OF EDUCATIONAL VISITS

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

- ✓ local walks around the community, including to the local church, nature areas and playparks
- ✓ half-day visits by coach or minibus to places of interest to support the curriculum
- ✓ day visits to places of historical, environmental, religious or other interest to support specific curriculum areas
- ✓ outdoor and adventurous activities
- ✓ an annual residential visit for children in Years 5 and 6.

SAFEGUARDING AND CHILD PROTECTION

All staff are expected to follow the school's Safeguarding and Child Protection policy at all times when on an educational visit. Adult volunteers are likewise briefed on the school policy and are expected to follow procedures. Often the change of routine can cause both pupils to open up and staff to notice different things leading to concerns being raised. Concerns raised should be passed to the DSL as soon as is practicable on the return from a visit or if the concern is immediate then contact should be made by telephone at the earliest opportunity. Concerns raised on residential visits should always be reported back to the DSL by telephone at the earliest opportunity.

HEALTH AND SAFETY

The school follows the Health and safety: advice on legal duties and powers guidance (*February 2014: DfE*)

Key points:

Health and safety measures should help children experience a wide range of activities safely

It is important that children learn to understand and manage the risks that are a normal part of life.

Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity.

Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively.

Health and safety law requires the employer to assess the risks to the health and safety of staff and others affected by their activities. The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them. Sensible management of risk does not mean that a separate written risk assessment is required for every activity.

School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether.

Some activities, especially those happening away from school, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out. Headteachers should ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned. Where a risk assessment is carried out the employer must record the significant findings of the assessment.

However, schools need not carry out a risk assessment every time they undertake an activity that usually forms part of the school day, for example, taking pupils to a local venue which it frequently visits, such as a swimming pool, park, or place of worship. Any risks of these routine activities should already have been considered when agreeing the school's general health and safety policies and procedures. A regular check to make sure the precautions remain suitable is all that is required. *(See Health and Safety Policy)*

PERSONNEL

The school's Educational Visits Co-ordinator (EVC) is Ruth Roberts.

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

The **Governing Board** is responsible for:

- ensuring that guidance is available to inform the school policy, practices and procedures relating to the health and safety of pupils on educational visits;
- ensuring that the Head teacher is supported in matters relating to educational visits and that he has the appropriate time and expertise to fulfil his responsibilities;

- ensuring that residential visits are approved as necessary before bookings are confirmed;
- ensuring that the Head teacher has taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit;
- ensure that they review procedures with the Head teacher on an annual basis.

The function of the (Educational Visits Co-ordinator) **EVC** is to:

- ensure educational visits meet the employer's and school's requirements;
- support the Governors with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that risk assessments meet requirements;
- organise training and induction;
- ensure parents are informed and have given consent;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice.

The **Head teacher** is responsible for:

- ensuring approval for visits is given;
- ensuring that the Governing Board is made aware of visits;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for best value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that each visit has an appropriately competent Group Leader;

- ensuring that all teachers are aware of guidance;
- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff.

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

The Group Leader must:

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

Adult volunteers who are not teachers at the school must:

- read the risk assessment;
- understand and agree expectations of them;
- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility;
- ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
- follow instructions from teachers;
- raise concerns for pupil welfare with the Group Leader; provide emergency contact numbers.

A briefing document for all adult volunteers will be provided giving executive summaries of the school's safeguarding and health and safety policies and other key information for the role.

PROCEDURE FOR RUNNING EDUCATIONAL VISITS

St Gabriel's CofE Academy utilises EVOLVE+ planning software for Educational visits.

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

Each Group Leader will, in liaison with the EVC, complete the Educational Visits Checklist (see Appendix 1).

A visit will proceed only when the EVC is satisfied that all reasonable preparations have been made. For regular nearby visits parents will be asked to sign a general letter of consent for participation in these activities when their son/daughter enters the school. For any visit lasting a day or more or involving significant travel or adventurous activity, parents will be asked to sign a letter, which consents to their son/daughter taking part. Parents and carers will be fully informed of the activities and arrangements for the visit.

RISK ASSESSMENTS

Risk assessments are made for all educational visits. This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a risk assessment appropriately. Risk assessments must be simple, manageable, proportional, suitable and sufficient. The assessment must:

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

The risk assessment should consider the site and its environment, the group, the activity and the leaders.

FINANCING EDUCATIONAL VISITS

The school complies with the Education Act 1996 (section 451), with regard to charging for activities (*See Charging and Remissions Policy.*)

EMERGENCY PROCEDURES

It is the responsibility of the EVC and Head teacher to ensure that emergency arrangements are in place for all educational visits. This includes:

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

EVALUATION

The Group Leader with the EVC will evaluate all visits (see Appendix 2). The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

POLICY REVIEW

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

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

APPENDIX 1

EDUCATIONAL VISITS CHECKLIST

This form should be completed by the Group Leader and submitted to the Headteacher for signature at least two weeks before the visit. Please attach a breakdown of the costings, the amount being charged for each child and a **risk assessment**.

ASPECT TO CONSIDER	✓ or X or N/A	COMMENTS / DETAILS
Have the Trust Directors been informed of the proposed plans?		
Have parents been informed of any special requirements?		
Has a meeting been convened for parents?		
Have parents been asked for information concerning relevant diet, health and medical needs?		
Has an emergency system been put in place to cover 24 hours?		
What arrangements are in place if a child is ill during the visit?		
What are the arrangements in the event of a child needing to be returned home prematurely?		

Have you got 24-hour emergency telephone numbers?		
Have parents signed for emergency medical treatment?		

Signature of Group Leader:

Signature of EVC:

Signature of Head teacher:

APPENDIX 2

EDUCATIONAL VISIT EVALUATION FORM

Visit Details

School / Group								
Group Leader								
Number in group	Male		Female		Staff		Age range of students	
Venue:					Dates:			
Purpose(s) of Visit								
Providers / commercial organisations used								

Please comment on any relevant areas

Preparation and planning	In hindsight are there any aspects of this you would do differently?
Aims and objectives	Any comments about the aims e.g. did the visit allow you to meet them, were they sufficiently focussed or too narrow?
Staffing	Any comments about staff ratios and levels of competence required
Travel / Transport	Suitability of arrangements, problems encountered. Please rate any commercial provider
Venue	Suitability / appropriateness. Issues encountered or things you might change next time
Supervision	Any thoughts on the way supervision was provided – anything you may do differently next time?

First aid	Suitability of arrangements, first aid administered
Incidents or near accidents	Record here anything you feel was a potential problem for other groups which you would be aware of were we to run the same visit again

Quality of Provider (where applicable)

How would you rate the provider? Please tick:	Very good, will use again	
	Good but minor issues need addressing	
	Would only use again if significant issues were resolved	
	Will never use again	
Positive comments		
Negative comments		

Any additional comments

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Completed by Group Leader:

(Signed)

Date:

PLEASE PASS TO EVC AS SOON AS POSSIBLE AFTER VISIT