

Policy: EDUCATIONAL VISITS	Status: FINAL	Policy Number: POL_037
Author(s): John Dexter	Date of issue: September 2021	Version: V1
Approved by: The Governing Body	Effective: 20.09.2021	Review Date: 20.09.2022

Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.

Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.

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### 1. Purpose

This Federation policy and its procedures have been developed to safeguard and promote the health, safety and wellbeing of pupils on off-site educational visits.

### 2. Scope

This policy applies to all staff and Governors at the Federation and arrangements in place for educational visits/outdoor learning activities which take place outside school. This policy should be read in conjunction with the Department for Education (DfE) Guidance 'Health and safety on educational visits' and 'Schools coronavirus (COVID-19) operational guidance'.

### 3. Introduction

'We recognise the significant benefits of educational visits for children's educational development, as well as their mental health and wellbeing. We are taking steps to allow pupils to enjoy visits in line with the government's roadmap' Department for Education.

### 4. Definition

There are two main types of trips:

**Routine visits** – which involve no more than an everyday level of risk, such as slips and trips. They only need a little extra planning beyond the educational aspect of the trip.

**Visits that need a risk assessment and extra** planning – which could be due to things like the distance from the school, the location, the type of activity and needing staff with specialist skills.

### 4. Policy

- 4.1. The Governing Body will ensure that the Executive Headteacher adheres to guidelines and regulations provided by the DfE, KCC and the School's Health and Safety Policy to ensure that all educational visits are approved by the Executive Headteacher and that Governors are informed.
- 4.2. The Governing Body will ensure that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure.

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- 4.3. The Executive Headteacher will appoint an educational visits coordinator who works with the local outdoor education adviser to help their colleagues in schools to assess and manage risks.
- 4.4. The Executive Headteacher will be an experienced visits leader, have the status to be able to guide the working practices of other staff, be confident in assessing the ability of other staff to lead visits, be confident in assessing outside activity providers, be able to advise the headteacher and governors when they are approving visits, have access to training, advice and guidance.
- 4.5. All educational visits will be assigned a trip leader who will have the skills, status and competence needed for the job, understand the risks involved and be familiar with the activity.
- 4.6. The trip leader will manage all aspects of the upcoming trip and will liaise with the educational visits coordinator to risk assess in preparation for the visit.
- 4.7. The trip leader will be responsible for keeping any necessary records associated with the visit.
- 4.8. All educational visits will have written consent from parents who will be informed in writing in advance of the visit giving them opportunity to withdraw their child if they wish. Details of the visit will include curriculum aim of visit, accompanying adults, transport arrangements, address and contact details of the venue, costing, details of meeting/collection times and places, pocket money, arrangements for meals and will ask for a signed consent for emergency medical treatment.
- 4.9. At least one adult attending a visit will have knowledge of first aid (pediatric first aid for EYFS visits) and at least one adult attending a residential visit will be first aid trained.
- 4.10. An emergency response plan will be in place which will cover what to do if there is an incident away from school.
- 4.11. All adults, including parents attending the visit have been DBS checked.
- 4.12. Supervision ratios will be dependent on the age of pupils, the activity being undertaken, the length of the trip, the experience of the adults and whether the group will be split during the visit.

The DfE guidance for a trip that does not involve hazardous activities is:

Under 5s - One adult for every 4 pupils

Years 1-2 – One adult for every 6 pupils

Year 3 – One adult for every 6-10 pupils

Year 4-6 – One adult for every 10-15 pupils

For all residential trips, the ratio for Years 4-6 is always a minimum 1-10

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The ratios for overnight and trips abroad may also be affected by other factors such as the activities undertaken.

- 4.13. All supervising adults will be briefed with full instructions prior to the visit.
- 4.14. Pupils will also be briefed before leaving and will be required wear proper clothing for the visit. If wearing school uniform, they must be wearing regulation items.
- 4.15. Any incidents, accidents and near misses will be recorded.
- 4.16. All educational visits will have the approval of the Executive Headteacher, who will be satisfied with the purpose, planning, risk assessments, first aid arrangements and staffing for the proposed educational visits.
- 4.17. Educational visits will be evaluated once they have concluded, to help the school evaluate whether planning has worked and learn from any incidents which took place.

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The Federation of Goodnestone and Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.