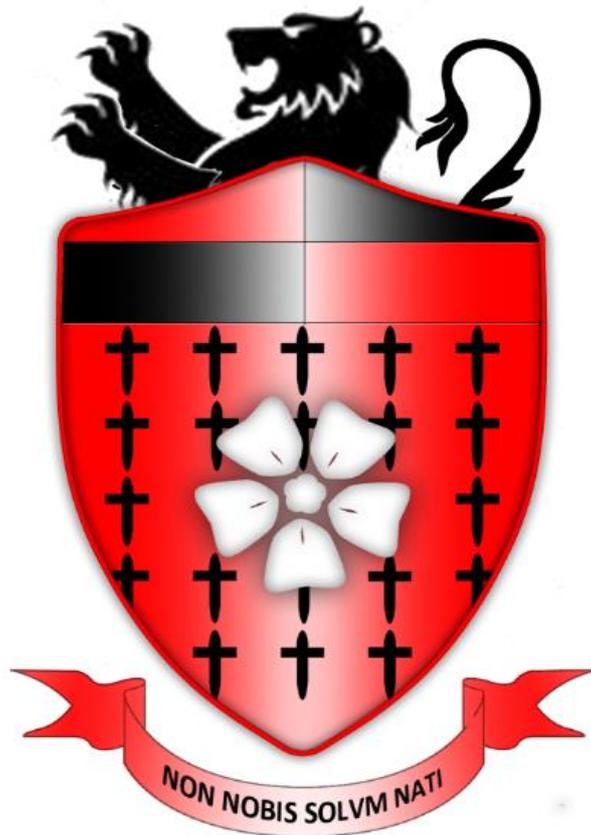


Hornsea School & Language College



Educational Visits Policy

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Educational Visits Policy

Introduction

The control and management of Educational visits is important for all schools, particularly in the light of recent high profile cases and court rulings which have emphasised schools responsibilities and duty of care in this issue. Educational visits play a major role in the education and development of all young people. They can contribute significantly to the development of cross curricular skills and to personal and social education through the use of problem solving methods and approaches and through encouraging responsibility, self-confidence and self-reliance.

Hornsea School and Language College believe all children have an absolute right to be educated in a safe and secure environment and to be protected from harm and adhere to the guidance and procedures issued by the LA and the new national guidance provided by the national Outdoor Education Adviser at all times. This is to ensure consideration for the health and safety of all those involved and to maintain the educational quality of visits and value for money. This document sets out the school's policy in relation to the issue of educational visits.

Principles and definitions

For the purposes of this policy an educational visit is any event which takes place off the school premises apart from work experience or college placements.

The aim of this policy is to encourage educational visits by providing staff with a system which will give them the confidence to plan and carry out such visits knowing they are following recognised best practise and have done all they can to ensure a safe and successful visit.

The LA requires all visits to be planned and supervised in accordance with the new national guidance provided by the national Outdoor Education Adviser Panel.

This policy applies to all attending participants, staff members or volunteers.

The Local Authority also issues its own Code of Practice and Safety Guidance in line with the above documentation.

Legal Framework

The legal framework for this guidance is provided by The Health and Safety at Work Act 1974, The Management of Health and Safety at Work Regulations 1999 and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) and the new national guidance provided by the national Outdoor Education Adviser Panel.

The legislation places overall responsibility for health and safety with the employer. (the employer for Hornsea School and Language College being the LEA). Education employers have duties to ensure, so far as is reasonably practicable:

- the health, safety and welfare of teachers and other education staff;
- the health and safety of students on off-site visits; and
- the health and safety of volunteers involved in any school activity.

Employees have responsibilities too, they must:

- take reasonable care of their own and others' health and safety;
- co-operate with their employers;

- carry out activities in accordance with training and instructions; and
- inform the employer of any serious risks.

Employers must assess the risks of all activities, introduce measures to manage those risks, and tell their employees about the measures.

In practice, employers may delegate specific health and safety tasks to individuals. A Local Authority (LA) may delegate specific tasks to schools. ***But the employer retains the ultimate responsibility no matter who carries out the tasks.*** The employer should therefore maintain an audit track, making clear who is doing what and confirming that these tasks are being carried out.

The LA, as employer, has the power to ensure that its health and safety policy is carried out in schools/centres and on all school/centre activities. Schools may take advice on health and safety from other bodies but must heed the policy of the LA.

Responsibilities for visits

HASPEV section 1 and *Standards for LEAs in Overseeing Educational Visits* paragraphs 3 – 16 clearly identify roles and responsibilities for the following groups:

- ✓ The LA and Outdoor Education Advisory Service
- ✓ Educational Visits Coordinators
- ✓ Governing Bodies
- ✓ Head teachers
- ✓ Group Leaders
- ✓ Supervisors
- ✓ Students
- ✓ Parents

Delegation

As employer the LA has responsibility for health and safety and, therefore, for approving all educational visits. In most cases, responsibility for this will be delegated to Head Teachers and, through them, to EVCs. **It must be remembered though that those staff carry out this delegated responsibility on behalf of the LA.**

For all visits (with the exception of Category 3, 4 and High risk activities / environments) responsibility for approval is delegated to the Head Teacher and the LA is clear that it is the responsibility of the Head Teacher to carry this out, but they may delegate the function to the EVC. Any cases where the EVC or Head Teacher are unsure should be referred to the County Educational Visits Consultant. Visit approvals whether carried out in school or by the LA should use the authority's standard forms. Category 3, 4 or High risk activities require approval of the EVC, Head Teacher and the chair of Governors. Once the head teacher has approved the visit it is automatically submitted to the LA for their approval.

There is a standard form EV5 for carrying out checks on contractor use, the EVC should undertake these checks seeking advice from the County Educational Visits Consultant where necessary.

Procedures

Staff leading visits are required to have attended the training sessions led by the EVC within school relating to the Organisation and Leading of educational visits. These are run at regular intervals throughout the year.

Staff wishing to plan and undertake a visit (prospective visit leaders) should apply verbally to the educational visits co-ordinator (EVC), Damian Brocklehurst, for permission to plan the visit. Once granted they should submit the details via the online EVOLVE system to the EVC and receive outline permission to undertake the visit.

Educational visits that are based around being a reward for hard work and behaviour as opposed to curriculum content should be arranged within the confines of the faculty lesson or outside of school hours.

Outline permission will be granted when all the requirements identified have been considered, the visit can be accommodated within the school timetable and the ethos of the visit is one with which the school wishes to be associated.

Staff must not send out blanket letters across whole year group. The use of a standard letter for student expressing interest in a visit should be used. Staff should consult with Vicky Parnaby & Kay Sullivan with regards to these visits before consent forms are sent out.

Consideration should be given to students who are in receipt of Pupil Premium. Extra time needs to be given to facilitate them bringing in their consent forms. Consultation with Vicky Parnaby may lead to assistance with funding for their place.

When the visit involves additional or high risk activities, foreign travel or is a residential visit then details of the visit will also be sent to the County Educational Visits Consultant the Head Teacher and the EVC for approval that all the procedures have been satisfactorily completed.

Once outline permission and any necessary county approval has been received, the visit leader can complete the planning organisation and bookings for the visit. When all details are complete they must be submitted for final approval. A new requirement is that for visits outside of school hours a group list must be uploaded onto the EVOLVE form which contains home and address and emergency contact details. The form must be submitted by a minimum of 10 working days before the visit for day visits and six weeks for residential, foreign or hazardous visits.

Regularly repeated visits may receive block annual approval subject to parents being made aware of every visit, especially any involving a return time outside the normal school day.

Following each visit the leader will undertake a review. Any incidents or accidents will be reported in accordance with the reporting requirements. Leaders of visits that have involved considerable time or financial resources, such as residential visits, will produce a short report evaluating the travel and transport, facilities, quality of any providers and the success and value of the visit and submit this to the EVC.

All school staff will be made aware of the requirements of this policy and any changes that are made when the policy is reviewed.

Financing Visits

When planning a trip you need to use a costing form, a copy is saved in the educational visits folder in Subjects, to assist with the financial costing.

In recent years we had a few trips that over/under spent and we are trying to reduce this happening, using this form will also help when the auditors visit the school and review how we cost our trips up.

Within the forms you will see that it includes a costing element for use of the school minibus and credit card charges as both of these costs are increasing and we can no longer cover these from the

school budget.

Once completed please email to Gillian wicks@hslc.co.uk so that she can set the trip up prior to any communication going out to parents.

Local Responsibilities

The Head Teacher is responsible for ensuring visits are approved as necessary, that all visits approved can be accommodated within the timetable and that the ethos of each visit is one with which the school wishes to be associated.

The Educational Visit Co-ordinator is a staff member who has received relevant training and induction and is delegated with the following indicated tasks: -

- ✓ take on delegated responsibilities as formally agreed with the Headteacher in writing;
- ✓ ensure that Group Leaders are aware of and comply with the School Policy and the Local Authority Code of Practice and Guidelines for Educational Visits;
- ✓ consult and liaise as necessary with the County Educational Visits Consultant;
- ✓ give advice and guidance to Group Leaders;
- ✓ support and assist the Headteacher with approvals and other decisions;
- ✓ ensure that details of planned educational visits and activities are submitted correctly and in good time to the relevant authorities for checking and approval;
- ✓ ensure that anyone assuming a leader's role has competence through appropriate experience, training and qualifications;
- ✓ work with the Overall Group Leader to ensure that all relevant parties (including parents/guardians) are fully informed about the details and planned activities of each visit, and that parents/guardians give consent;
- ✓ ensure confirmation is obtained from the parent that the young person is healthy and capable of taking part, and that permission is given for any emergency medical treatment which may be necessary during the course of the visit;
- ✓ ensure that staff are aware of, and capable of dealing with, any special needs or medical conditions that may require treatment;
- ✓ assist with risk assessment and risk management processes;
- ✓ ensure that appropriate emergency procedures (including Emergency Home contact) are in place;
- ✓ identify, coordinate, and organise any training requirements of visit leaders (e.g. first aid, risk assessment and management);
- ✓ keep the records of all educational visits and of any relevant training courses;
- ✓ maintain their Continuous Professional Development to support their role and regularly consult the LEA website www.eriding.net for new and revised information;

- ✓ disseminate appropriate information to staff;
- ✓ review and monitor systems, practice and individual visits or activities to facilitate reporting as required;
- ✓ inform the Local Authority of anything that they should be aware of, take the lead for any review of the school's policy for educational

The school's current EVC is

Damian Brocklehurst 01964 530262

Note: Any tasks not indicated in the above list remain that of the Head Teacher.

What are the responsibilities of the Overall Group Leader?

The Overall Group Leader must:

- appoint a competent deputy
- appoint a sufficient number of suitable and competent Assistant Leaders and Adult Volunteers to adequately supervise the group;
- use and follow the Local Authority Guidelines and school policy in planning and preparing for a visit;
- ensure that sufficient time is available and given to organise the visit properly;
- follow the special guidance for exchange visits and overseas expeditions;
- carry out all the necessary planning and preparation before the visit, including an inspection visit (where feasible and appropriate) and full risk assessments;
- carry out appropriate checks on any external service providers to ensure that the services they provide are safe and suitable;
- have enough information on the group members to assess their suitability, or be satisfied that their suitability has been assessed and confirmed;
- consideration to be given to school trips being accessible to all pupils with protected characteristics, ensuring that any necessary adjustments are explored and accommodated wherever possible;
- ensure all activities are suited to the age, aptitude and experience of the young people;
- ensure the mode of travel is safe and appropriate, and procedures comply with Local Authority Guidelines;
- ensure that appropriate emergency home contacts (24 hr/7 day) are appointed to handle enquiries and co-ordinate emergency procedures;
- ensure that matters of insurance and finance are adequately covered;
- maintain appropriate levels of supervision and supervision styles;
- ensure that adventure activities are led and instructed by appropriately qualified and experienced staff, and where applicable, with the correct AALA licence;
- check that any specialist equipment used is suitable for the activity undertaken, well maintained and in good working order, and that any defects or losses are reported and corrected;
- be aware of child protection issues, and ensure that adequate protection procedures are in place;
- brief all accompanying staff and volunteers fully regarding all aspects of the visit, including their roles and responsibilities, emergency procedures, and agree details of the risk assessment.
- ensure all tasks have been assigned, and provide any additional training necessary to accompanying staff and volunteers;
- provide full written information to parents or carers, and obtain their fully informed consent;
- prepare and brief young people and their parents fully regarding all aspects of the visit;

- ensure all Leaders are aware of any special needs or medical issues, and appropriate action needed;
- manage the overall organisation during the visit, including staff leadership, supervision of young people, and have due regard for the health/safety/welfare of everyone at all times;
- be able to facilitate continuous and on-going risk assessment for the duration of the visit or activity, and be prepared to stop the visit or activity if appropriate;
- be able to initiate an alternative “Plan B”, or cease all activity and return to school or base;
- be conversant with, and ensure good practice in planned activities, including those activities that are not directly led or delivered by the Group Leaders;
- ensure that there is adequate first aid provision, in terms of equipment and trained personnel;
- provide the Headteacher and EVC with all relevant information and documentation, and obtain the necessary approvals;
- obtain additional expert advice and guidance where required;
- carry all relevant documentation including emergency procedures;
- ensure that relevant Group Leaders and the Emergency Home Contact have the names of all group members, and the contact details of parents’ and staffs’ next of kin;
- ensure there is a contingency plan for any delays including a later return home;
- have an effective and tested communication system between Group Leaders, and with the Emergency Home Contact, in the event of an emergency or delay;
- ensure that adequate provision is made for young people who finish an activity outside normal establishment hours and have to travel home late, especially after dark;
- report, in accordance with the procedures outlined in the Accident and Injury Reporting Procedure, all significant accidents, incidents or near misses. All records of accidents/incidents to young people should normally be kept until the person that was injured is aged 21. It is sensible therefore to state on each record the age and date of birth of the person concerned, and store records according to the date when they can be destroyed. All accidents to employees must also be recorded and be kept for a minimum of five years (this allows for 3 year legal requirement and some lee-way);
- carry out a review of visits with the Headteacher or EVC, report significant findings to all those responsible, and adapt future practice as a consequence;
- advise the Headteacher/EVC/Local Authority of any significant material change to an educational visit that has already been approved.

Emergency Procedures

Visit leader and 24hr emergency home contacts must be appropriately prepared and experienced to deal with serious incidents and emergencies that might occur suddenly during any educational visit. They must have the capacity to initiate the coordination of resources to implement the critical incident plan.

The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the school day this includes designating a home contact from the school who may be needed as a link between the party, the parents, the school and the LA in the event of an emergency.

In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the school must be contacted as soon as possible to inform the Head Teacher or designated deputy so that they can decide: -

- If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the visit leader will be designated to

undertake this task.

- However, if the incident is very serious (e.g. involves a disabling or life threatening accident, or a fatality) then the Head Teacher, deputy or the home contact will inform the designated senior officer of the Education Service (Director or Deputy Director) and the school will instigate its critical incident plan. Officers of the authority will be allocated to support the school with the immediate incident and any necessary follow up or inquiry.

In the event of a party being overdue and without contact by more than 1 hour, the school, or the home contact, must investigate the reason and may, where appropriate, need to involve the police.

Appendix 1: ERYC - Educational Visits Policy COVID-19 Addendum

'Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safety procedures for Educational Visits during COVID-19. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to planning and safety on visits.'

'It is important schools and colleges review and revise their Educational Visits Policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/addendum that summaries any key COVID-19 related changes might be more effective than re-writing and re-issuing the whole policy'

Coronavirus (COVID-19): Actions for schools during the coronavirus outbreak (updated 5th Feb 2021)

Context

In response to this school COVID guidance the specific contingency plans and awareness raising measures are outlined in this addendum to the existing Educational Visits Policy. As such these contingency arrangements are obligatory and must be followed by all staff.

Whilst the existing arrangements and responsibilities outlined in the school Educational Visits policy remain in place, in the current context specific and vital additional strategies are required to be implemented to ensure that continuity of support for children and others attending on Educational Visits at this time.

This document provides guidance for planning and managing outdoor learning, offsite visits and learning outside the classroom during the Coronavirus (COVID-19) pandemic.

It must be read in conjunction with the LA Educational Visits guidance, your establishment Educational Visits Policy and within the context of current government guidance, which is likely to change as the situation develops.

All Educational Visits should involve some form of risk assessment and the new risk assessment for Educational Visits and COVID-19 should be used in conjunction with all other risk assessments applicable for the visit (all generic risk assessments are available in the resources section of EVOLVE).

Government Guidance

It is essential that current government guidance is followed. It should therefore be monitored for any changes.

If, you are planning a visit to a different country in the UK (England, Wales, Scotland or Northern Ireland), you should check current government guidance for that country, as well as the guidance for England.

The latest government advice and information about Coronavirus is available at:
www.gov.uk/coronavirus (England);
<https://gov.wales/coronavirus> (Wales);
www.gov.scot/collections/coronavirus-covid-19-guidance (Scotland);
<https://www.nidirect.gov.uk/campaigns/coronavirus-covid-19> (Northern Ireland).

Guidance applying in England

The Department for Education (DfE) has issued a range of guidance for teachers, school leaders, carers, parents and students, at: www.gov.uk/coronavirus/education-and-childcare

This includes guidance for schools, at: www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak

and for early years and childcare providers at: www.gov.uk/government/publications/coronavirus-covid-19-early-years-andchildcare-closures

and for special schools and other specialist settings at: www.gov.uk/government/publications/guidance-for-full-opening-special-schoolsand-other-specialist-settings

and for Further Education providers including sixth-form colleges, at: <http://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision>

and for providers of community activities, holiday or after-school clubs and other out-of-school settings, at: www.gov.uk/government/publications/protective-measures-for-holiday-or-afterschool-clubs-and-other-out-of-school-settings-for-children-during-the-coronaviruscovid-19-outbreak

There is also a contingency framework for managing local outbreaks of COVID in education and childcares settings, at: www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-ineducation-and-childcare-settings

DfE no longer imposes specific restrictions on educational visits, except that it recommends that schools do not resume overseas visits until the start of the 2021 autumn term. It advises that any public health advice, such as hygiene and ventilation requirements, should be included as part of the process of risk assessment of all visits and activities.

The contingency framework for local COVID outbreaks states that any attendance restrictions introduced by an establishment because of an outbreak should be reflected in its visit risk assessments, and the establishment should consider carefully whether a visit is still appropriate and safe. Only students who are attending the establishment should take part in a visit.

Planning and Managing Outdoor Learning and Off-Site Visits

The following guidance for planning and managing activities is specific to operating during the COVID-19 pandemic. You should also be familiar with other National and Local Authority Guidance documents relevant to your role, as the normal principles of good practice still apply.

You should review your standard operating procedures to ensure that they include the measures, including public health advice, that you need to take to reduce the risks from COVID.

When planning an activity or visit, you should take the current government guidance, including public health advice, into account as part of your process of risk assessment, and then check it regularly in the days and weeks leading up to the visit, and during a residential visit, and make any changes necessary to your plans.

You should have contingency plans in case of changes to government guidance or, for example, staff becoming unavailable because of a requirement to self-isolate.

You should consider the ability of participants to comply with COVID safety measures at the venue. Parents and participants may naturally be concerned, so you should discuss their concerns with them and keep them informed about the situation and how you plan to mitigate any risks.

If you are planning a visit which involves another group (perhaps a group overseas), such as an exchange visit, or if you are planning to host or work with another group (perhaps an overseas group visiting the UK), you should keep in contact with them and be aware that they might need to change or cancel the visit.

If you plan to visit a venue such as a museum or gallery, or to attend a public event such as a concert or sporting fixture, or to stay in accommodation such as a hostel or hotel, or if you are using a tour operator or activity provider, discuss the potential effects of COVID with them at the time of booking, and keep in touch with them during the run-up to the visit.

You should check that any provider you intend to use has assessed the risk of coronavirus and implemented control measures to prevent infection. Some providers may not have had the benefit of the advice and support available to education establishments, and so may not be fully aware of the measures that are expected. You should consider making a preliminary visit to check the measures in place and to discuss any issues with the provider.

Resuming Visits and Activities

Because of the pandemic, it may have been a long time since you were able to organise many types of off-site visit and activity. It is important that you recognise that things may have changed in this time, and that you will need to make careful preparations before resuming your normal provision.

Leaders may have experienced a decline in their competence, confidence or fitness, and so may need support, such as refresher training or additional preparation time. The same may apply to participants.

External providers that you have used in the past may no longer be available, or may have changed what they can offer, or may not be able to operate to the same standards as previously. You should check that they have made suitable adjustments to work safely with COVID, and it may be wise to carry out similar checks as you would with a new provider.

Young people have spent a significant amount of time indoors, away from educational settings and their peers. This may affect how they respond during activities and visits. Leaders should carefully consider what are suitable venues, activities and levels of challenge while they re-establish their understanding of participants' attitudes, behaviours and abilities.

Equipment that has been unused for a long time should be checked for damage or deterioration, particularly if it has been stored in a place where there is a possibility of water ingress or infestation by rodents, mould etc.

Activity sites may have changed. For example, there could be changes due to rockfall, growth of vegetation or erosion. Where this is a possibility, you should visit the sites to check them, before resuming activities.

You should review your risk assessments and/or operating procedures in the light of any changes you find.

Transport

You should assess the risks of using any form of transport, taking account of current public health advice. The procedures should align as far as possible with those used in the school or other setting. You should consider:

- how participants are grouped together on transport – where possible this should reflect any groupings used in the school or other setting;
- the use of hand sanitiser when getting on and off transport;

- additional cleaning of vehicles;
- ensuring that boarding and disembarkation are organised;
- distancing on transport where possible;
- the use of face coverings.

Managing the Financial Risks

If you make any bookings or financial commitments, you should make sure that you understand how the terms and conditions will apply if you, or the provider, cancel or are prevented from going ahead because of COVID or its effects – due to, for example: legal restrictions or government guidance in the UK or overseas; staff or participants testing positive for COVID or exhibiting symptoms of it, or being required to self-isolate or quarantine. You should ensure that any assurances you are given by a provider, such as a 'COVID Promise', are included in the terms and conditions of the contract with them.

If the visit involves any significant financial commitments, such as travel or accommodation, you should also make sure that you understand the detailed policy wording of your travel insurance.

For visits booked after the start of the pandemic in 2020, many insurance policies do not cover the costs of cancellation, curtailment or delay due to COVID or its effects. The government has recognised this gap and is exploring the possibility of putting in place an indemnity that will give schools cover against COVID travel cancellations in the future, and allow them to book new visits with confidence.

You should ensure that participants and/or parents are clear about any financial consequences of cancellation or other effects of COVID-19, for example if you are unable to obtain insurance to cover all the risks.

The Association of British Insurers has published advice on the travel insurance implications of COVID, mainly focused on overseas travel, at www.abi.org.uk/products-and-issues/topics-and-issues/coronavirus-hub.

There have been complaints about some companies refusing to give a refund following a cancellation during the pandemic. The Competition and Markets Authority has published its views on the law, at www.gov.uk/government/news/coronavirus-covid-19-cancellation-and-refundupdates.

Overseas Visits

You should monitor the government's foreign travel advice for any country you plan to travel to or through, at www.gov.uk/foreign-travel-advice. You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit, and you must comply with international travel legislation and should have contingency plans in place to account for these changes.

You should liaise closely with your travel provider about the situation in the country that you are planning to visit and consider the alternatives and options should that visit no longer be able to proceed.

Specific advice for people travelling overseas during the pandemic, and the rules for entering the UK, is at www.gov.uk/guidance/travel-advice-novel-coronavirus

The advice given above about cancellation terms and conditions, and insurance, is particularly important for overseas visits. You should also check whether health insurance, including medical treatment and repatriation, covers anyone who contracts COVID.

The Association of British Travel Agents (ABTA) has published guidance about travelling overseas at: www.abta.com/news/coronavirus-outbreak

Review of policy Addendum:

We will constantly review the operation of this addendum and make adjustments if identified and on receipt of further Government, DfE, ERSCP, ER LA or other advice and updates etc.