



Educational Visits Policy

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Rationale

At Cherry Garden School we value the importance of off-site visits as an essential part of the school curriculum. Our students benefit from real life experiences, and having the opportunity to generalise their communication and life skills in the community setting. We also encourage links with the local community shops, library, schools and other relevant areas to promote inclusion and develop community cohesion.

Educational Visits aim to:

- Generalise core skills in social, communication, physical and cognitive development.
- Develop pupils' independence and life skills.
- Promote access to a wider range of experiences and opportunities in the community.

This policy complies with regulations and guidelines provided by Southwark (Southwark Council Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLVE) and the school's health and safety policy, it is also in line with OEAP National Guidance (<https://oeapng.info/about-national-guidance/>) . All staff are expected to follow school and Southwark policy while on educational visits. The school is insured for trips off site.

1. Roles and Responsibilities

Governors	Give approval for any adventurous or residential visits.
Headteacher	Gives final Approval of risk assessments and visit planning on EVOLVE for visits outside of the LLA and Residential Trips. Ensures policies and procedures comply with employer's guidance. Ensures that establishment staff are competent for the roles allocated to them, and that there is a robust system in place for approving leaders and approving plans for activities and visits
Educational Visits Coordinator (EVC)	Provides training for Visit Leaders. Trains all staff in school procedures for Educational Visits through induction and regular updates. Supports Visit Leaders with the planning process. Gives initial approval for all risk assessments and visit planning. Ensures that external providers are appropriately selected. Monitors the impact of Educational Visits to ensure quality provision.
Visit Leaders	Hold overall responsibility for managing a visit, including the health and safety of pupils and staff, and the supervision, welfare, learning and development of the pupils. Should work closely with the EVC when planning a visit, and are responsible for deploying support staff and any Activity Leaders during a visit. Are responsible for ensuring that all planning and risk assessment is carried out within the policy timeframes to allow for appropriate checks to be carried out.
Assistant Leaders	An Assistant Leader supports the Visit Leader and may be required to take over from them if necessary. Assistant Leaders will have strong knowledge of school policy and procedure and yearly refresher training in this. (For LLA visits, an Assistant Leader may act as a Visit Leader for a small group of up to 4 pupils)
Support Staff	Must follow the Risk Assessments for the visit as well as all school guidance and policies. They are responsible for ensuring the health and safety of pupils and staff, and the supervision, welfare, learning and development of the pupils under the guidance of the visit Leader.
Administration Team	Support the EVC and Visit Leaders in obtaining parental permissions and providing current health and contact information for staff and pupils to be taken on Educational Visits. Act as a first contact for any emergency situations which may occur while on an Educational Visit, putting in place

	the agreed communication procedures outlined in the school Emergency Plan.
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2. Local Learning Area Visits

Areas within Cherry Garden School's Local Learning Area (LLA) are shown on the map in **appendix 1**.

Visits and activities within the school's LLA are part of the normal school curriculum and are covered by the following Standard Operating Procedures:

The class teacher will ensure that any visits in the LLA are planned with clear learning intentions in mind and that the appropriate resources are available to meet these aims. The class teacher is responsible for checking the Arbor system to ensure that all pupils going on LLA visits have the relevant parental permission.

LLA visits are covered by the general risk assessment in **appendix 2**, with any visit-specific risks identified by the class teacher if necessary. Any additional visit-specific risks and planned mitigation strategies must be signed off by the EVC or Headteacher ahead of the visit taking place. The class teacher is responsible for ensuring all staff are aware of the risk assessment and familiar with the mitigating strategies.

Each class will have varying requirements for staffing ratios to meet the needs of the pupils, the specific requirements of the class will be listed on the class LLA risk assessment and this will be signed off by the EVC or Headteacher. Unless otherwise stated in the risk assessment, all pupils require 1:1 staffing while on visits and pupils who may require regular or emergency medication whilst on the visit must be accompanied by at least one trained staff member. Any additional staffing needs to support the visit should be communicated with the staffing lead as early as possible.

All LLA visits must be led by an approved Visit Leader (or Assistant Leader if 4 pupils or less). A list of staff who can fulfil these roles is kept by the EVC. A minimum of two staff will accompany all LLA visits and all staff must be familiar with the LLA general risk assessment for the class.

A 'Going Out Bag', must be taken on all visits. This will contain: first aid kit, pupil information sheets (provided by the admin team or downloaded from Arbor), relevant medicines and care plans, hygiene supplies (gloves, tissues, hand sanitiser) and a charged mobile phone.

The Visit Leader will sign out all staff and pupils on the InVentry system at reception before leaving the school and will ensure the reception staff are informed of their intended destination and the phone number they can be contacted on.

School Oyster cards for use by staff on local visits are kept in the school office.

3. Visits Outside of the Local Learning Area

These visits require enhanced planning and risk assessment via the EVOLVE system. The Visit Leader should ensure that planning takes place as early as possible to allow adequate time for checks and risk assessment ahead of the visit. All information and supporting documents must be uploaded to EVOLVE no later than two weeks before the planned visit.

Planning steps for Visit Leaders:

1. Discuss the suitability, intended learning outcomes and expected staffing needs of the potential visit with the EVC. Get agreement for planning to go ahead.
2. Assess the suitability of the venue in person if possible. Ensure venues/providers have the LoTC quality mark via the Kaddi.com website. Ask the provider to fill in the external providers information form (**Teacher Drive-educational visits**) if this is not the case.
3. Hold an informal planning meeting with the staff who will accompany the trip/know the pupils well and use the Event Specific Notes document to record any discussion points/considerations. (**Teacher Drive – Educational Visits**)
4. Complete a risk assessment taking in to consideration:
 - The type of activity and the level at which it is being undertaken.
 - The staff /pupil ratio.
 - The competence and experience of staff.
 - The medical needs of pupils.
 - The personal care needs of pupils.
 - Travel arrangements.
 - Seasonal conditions, weather and timing.
 - Emergency procedures.
 - First Aid provision.
5. Plan for any transport needs. Minibuses can be booked through the school admin team. Free public transport can be booked through the School Party Travel scheme. Login details can be obtained from the EVC and tickets must be booked more than two weeks in advance.
6. Request packed lunches for pupils as needed via the school kitchen. This must be done at least two weeks in advance.
7. Inform parents of the planned visit, including details of the destination, planned activities and any specific clothing or equipment that will be needed.
8. Name an Assistant Leader from the approved list held by the EVC and ensure they are familiar with the plans made.
9. Upload all information and relevant documents to EVOLVE for approval by the EVC and Headteacher at least two weeks ahead of the visit.
10. Communicate all plans and risk assessments to the staff and any volunteers/parents accompanying the visit. Collect the contact phone numbers for all staff and volunteers/parents accompanying the visit and ensure they have the phone number of the visit leader and emergency contact information for the school.
11. Check that the visit has been approved on EVOLVE before commencing the visit.
12. Continue to dynamically risk assess whilst on the trip, making adjustments as

needed. Discuss any significant issues with the EVC on their return and record via the EVOLVE evaluation tool to inform future planning.

4. Transport

Transport for off site activities will usually be via either minibus (hired or school owned) or public transport. In some cases, private hire taxis may be required to meet the travel needs of specific pupils.

If the school's minibus is used, the minibus policy will be followed, including ensuring that the vehicle is safe, the driver is competent, and that both vehicle and driver meet all relevant legal and employer requirements. The driver and visit leader will be responsible for continuing to dynamically risk assess during the journey to take account of pupil/staff needs and road conditions.

When a privately hired minibus and driver is used, the school will use known, reputable companies and staff will support in ensuring school policy is followed whilst on the journey. When using public transport, staff will follow the risk assessment included in the Appendix. If a parent or carer drops off and picks up their child directly to a venue for a visit, there should be a clear handover of the responsibility for the supervision of the pupil between school staff and parents/carers, so that it is always clear who is responsible. This handover should match the way that handovers are routinely managed at the beginning and end of the school day.

5. School Journeys (Residential) and Adventurous Activities

Residential trips and adventurous activities are an important part of the development of our pupils and provide excellent opportunities for pupils to grow in their independence and confidence. As these are more complex educational visits, they require full detailed planning via the EVOLVE system and the approval of the Governors and Local Authority.

Additional planning steps for residential trips:

- Assess the suitability of the accommodation, taking in to account the sleeping arrangements, fire safety considerations and accessibility.
- PEEPs written for pupils.
- Plan the sleeping arrangements, taking in to account the medical and behavioural needs of the pupils.
- Plan for pupil medical needs including contingency plans if a member of staff is taken ill.
- Communicate pupil and staff allergies and dietary requirements to those responsible for catering arrangements.
- Plan for any transport needs, including contingency plans.
- Apply for DBS checks and plan training for any volunteers supporting the visit.

- Gain parental permission and send the school journey information form (**Admin Drive- school policies-educational visits**)
- Communicate all plans clearly to parents and provide a kit list of items to pack for the visit.

The responsibility for the safety of participants in an adventurous activity will rest with the external provider. The provider must hold an LOfC Quality Badge or complete a Provider Form

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a pastoral duty of care.

6. Water-based Activities

The following are not regarded as adventurous activities:

- Swimming in publicly lifeguarded pools
- Water-margin activities (eg. walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water * 'gentle' means hardly moving at all. 'shallow' typically means up to the knees of the participants)
- Commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

If the activity falls within the above definition, this is classed as a 'water-margin' activity and the following applies:

- a) All staff involved in the activity should be conversant with, and adhere to the guidance contained within National Guidance document 7i Group Safety at Water Margins This document must be made available to all supervising adults in advance of the visit
- b) Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.
- c) As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary.
- d) Although LA approval is not required for water-margin activities, the leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC, Headteacher, and/or other competent person.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities requiring LA approval.

The responsibility for the safety of participants in an adventurous activity will rest with the external provider. The provider must hold an LOfC Quality Badge or complete a Provider Form

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a pastoral duty of care.

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate, eg coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body must be worn at all times by all participants in water-based activities, except, at the discretion of the activity leader, where the activity:

- a) takes place in a swimming pool, or
- b) is 'swimming', or
- c) is an activity for which personal buoyancy would not normally be worn by young people

Open water swimming (i.e not in a swimming pool and not a 'water-margin' activity)

LA Approval is required via EVOLVE.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

The designated lifeguard must be dedicated exclusively to the group, and the location used must

fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

7. Consent

Nursery age pupils require consent from parents for all off site visits.

Although DfE guidance no longer requires parental consent for curriculum visits taking part during the school day, yearly consent for curriculum visits will be obtained.

Parents will be informed of any visits outside of the Local Learning area, including the purpose, dates and times. Parents are able to withdraw their consent for specific visits at any time.

8. First Aid and Emergency Procedures

All visits involving Early Years pupils must be accompanied by a trained paediatric first aider. The 'Going out bag' will contain care plans and emergency contacts for pupils as well as a suitably stocked first aid kit.

Emergency planning should form a part of the risk assessment for all visits and should take in to account the school's Emergency Plan.

In the case of an emergency during an educational visit, the Visit Leader and Assistant Leader should manage any immediate issues such as injuries or contacting the emergency services and follow the school's Emergency Plan (Admin drive- school policies – emergency plan).

Emergencies fall in to the following categories, and the response needed will be dependent on the severity of the situation:

Incident	A situation that is dealt with by the visit leadership team. This may involve some communication back to the school or to parents, and some support from the school, but the Visit Leader remains in control and is able to cope.	Visit leaders will assess the situation and take immediate action to safeguard pupils and staff. Attend to any injuries and contact the school for support as needed. Communication with parents will be coordinated from the school.
Emergency	An incident which overwhelms the coping mechanisms of the visit leadership team and which requires the school's Emergency Plan for offsite visits to be initiated.	Visit leaders will contact the school as soon as possible, whilst taking any necessary action to safeguard pupils and staff and address any injuries. Call the emergency services as required. The Head Teacher or senior staff member will follow the school's emergency plan and coordinate responses.
Critical Incident	An incident which overwhelms the coping mechanisms of both the visit leadership team and the school, and which requires the employer's	After taking any immediate actions required, the visit leaders will contact the school as soon as possible. The Head Teacher or senior

	Critical Incident Plan to be initiated in addition to the school's Emergency Plan. The employer takes control of the situation and supports the school and the visit staff and participants.	staff member will seek immediate support from the Local Authority whilst implementing the school's emergency plan.
Major Incident	An incident which (if in the UK) is declared as a major incident by the police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. Both the establishment's Emergency Plan and the employer's Critical Incident Plan will be required in order to coordinate with the police or other authorities.	Visit leaders will take immediate action to safeguard pupils and staff, contact the school emergency contact as soon as possible and follow the direction of the police and emergency services.

9. Evaluation

Following visits outside of the LLA, the visit leader will complete an evaluation of the visit via EVOLVE in order that the impact and quality of Educational Visits can be assessed by the EVC. Termly feedback on LLA visits will be sought by the EVC in order to keep LLA plans and procedures up to date.

10. Training

The following training/information will be provided for staff involved in planning, leading and supporting educational visits, in addition to regular and statutory training covered as a normal part of their employment. The EVC is responsible for coordinating this training and keeping an up to date list of trained staff.

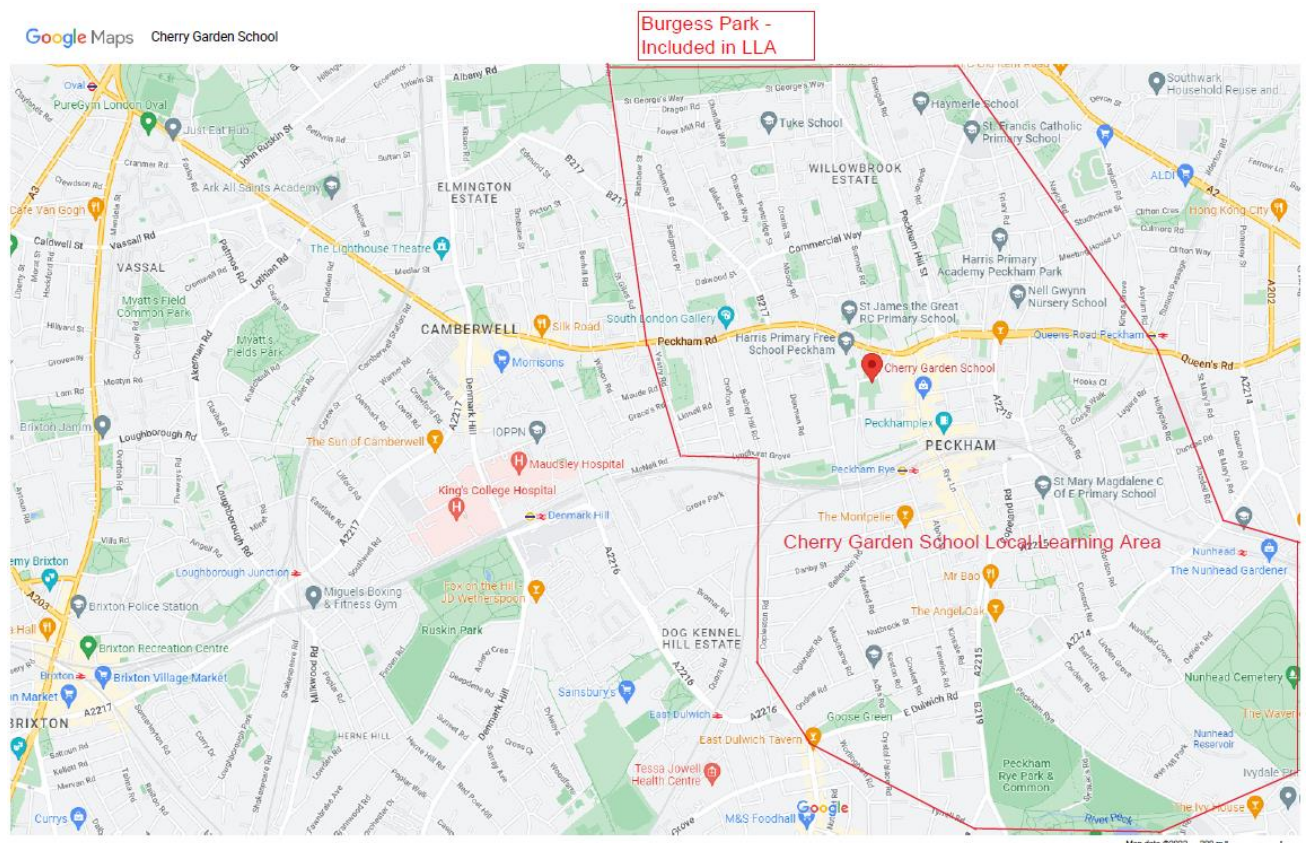
Visit Leaders	Visit Leader training including: school policy, planning requirements, risk assessment and emergency procedures.
Assistant Leaders	Assistant Leader training including: school policy, risk assessment and emergency procedures.
Support Staff/Volunteers	Yearly whole school training on school policy and emergency procedures. All staff attending educational visits will read and sign the risk assessments so that they are aware of the risk reduction strategies.

Approval process for Visit Leaders and Assistant Leaders:

Visit Leaders	Must be employed by the school and will have an enhanced DBS check and vetting. Will be assessed as to their competence to lead visits by the Headteacher and EVC through: Observations of their group management and supervision skills within their day to-day work and evidence of previous experience leading or supervising educational visits.
Assistant Leaders	Must be employed by the school and will have an enhanced DBS check and vetting. Will be assessed as to their competence to assist visits by the Headteacher and EVC through: Observations of their group management and supervision skills within their day to-day work and evidence of suitable risk assessment and group management skills when supporting educational visits led by others. Assistant Leaders must be assessed as confident to make informed decisions and knowledgeable as to the needs of the group being taken off site.

11. Appendices:

Appendix 1 – Local Learning Area Map



Appendix 2 – Local Learning Area General Risk Assessment

Local Learning Area Risk Assessment for ... Class

Staff will follow all usual school policies and procedures in the same way that they would when on the school site in addition to the risk assessment below.

Pupils who can be supported 2 pupils to 1 adult	
Pupils who need more than 1:1 staffing	
Pupils who do not need to hold the adult's hand/arm while walking in the community	
Pupils requiring a buggy for longer distances	
Pupils with medical needs requiring trained staff to be present	

HAZARD	WHO IS AT RISK	WHAT WILL BE DONE	RISK LEVEL
General			
Walking in the community: -Trips, slips and falls -Roads	All staff and pupils	• Staff to pupil ratios ensure adequate supervision • Most pupils will hold the adult's hand or arm while walking to and from their destination • Stay on the footpath at all times, with adults to walk on the outside (traffic side) of the children wherever possible. • Stay together as a group wherever possible. • Cross at pedestrian crossings or lights where possible. Teacher/visit leader to stand in the road and stop traffic if required.	Low
Behaviour: -Becoming separated from the group/running off -dropping to the floor	All pupils	• Most pupils will hold the adult's hand or arm while walking to and from their destination • Staff to conduct head counts on a regular basis throughout the day. • Staff to agree on specific meeting points and a time. • Staff to swap phone numbers prior to leaving. All staff to carry a mobile phone, not on silent. • If in an enclosed playground area, have an adult assigned to supervise entry and exit gates at all times. • Follow pupil individual behaviour plans. • If a child drops to the floor, wait if the area is safe to do so. If there is an immediate danger to the adult or child, a two person physical support should be used to help them to move.	Low

Behaviour incident: -dangerous or challenging behaviour that puts the child, adults or members of the public at risk of injury.	All pupils	- Follow pupil individual behaviour plans. - Staff to use minimal, clear language, key symbols and signing. Pupil communication systems to be taken on visits. - Bring motivating items and have them on hand to motivate individual students. - If an adult needs assistance or a change of face, other adult(s) should ensure they hand the child they are with to another member of staff for supervision before assisting. - Wait for child to become calm. If in an unsafe place, use a two-person support to move them to a safer area. 2 adults to take the child to a calmer, quieter environment.	Low
Fire, evacuation: -getting separated from the group -fire and smoke	All staff and pupils	- Follow advice of safety/venue personnel. - Follow emergency evacuation procedures and routes for specific venues. - Adults to have allocated pupils for the visit. Remove their allocated child(ren) to safety. Once safe, contact other adults via their mobile phones. - Dial 999 to report public emergencies when safe to do so.	Low
Cold weather, icy conditions: -cold -slips	All staff and pupils	- Take and wear appropriate cold weather clothing, spare fleece and blankets. - Monitor temperature of each child. Put on an additional fleece or blanket if needed, especially for children in wheelchairs. - Watch for ice and treat as 'slip/trip' hazard.	Low
Heat: -dehydration -sun exposure	All staff and pupils	- Take water/juice to give to pupils. - Take hats and encourage pupils them to wear them. - Apply suncream and take a water spray bottle and seek shade where possible. - Avoid unshaded areas between 11am and 3pm wherever possible on hot days.	Low
Public Transport			
Travel on a bus or train: -Being injured while on bus -falling up/down bus stairs -being separated from group	All children and staff	- Check for other vehicles before boarding or alighting. - One adult to stand in the bus/train door and count pupils on and off, ensuring the bus/train doesn't leave until all pupils are accounted for. - When waiting for a bus/train and alighting, group to gather away from the edge of the road or platform. - Stay together – whole group to stay together when using the escalator or elevator. First group to wait for others outside elevator if elevator is too full. - If a public bus or train is too busy, wait for the next one. - Watch children to ensure safe mounting and alighting on steps or when there is a gap. - Ensure pupils in wheelchairs or buggies are positioned in the wheelchair area with their back to the backrest and the breaks applied.	Low

		• All pupils to be seated wherever possible to avoid falls and if not possible, they must hold the hand rail and have an adult standing close by to support as the bus/train moves. • Be prepared to follow transport procedures in event of accident. Evacuate quickly and calmly. Agree on a safe evacuation/waiting point.	
Medical			
Treating medical conditions: -seizure -anaphylaxis -asthma attack	Pupils and staff with known medical conditions.	• Care plans and emergency contacts to be kept in the Going Out bag during visits. • At least one member of staff who is trained to administer the emergency medication will be present on the visit. • Adults will carry their own medication, the staff member allocated to a child with a medical condition will carry their medication and if they leave the child for any reason, this will be handed over to another trained member of staff. • Care plan to be followed. • Contact ambulance if a seizure lasts for longer than 5 minutes or is abnormal for the child. • Contact school after contacting ambulance. School to contact parents. • One staff member to escort to hospital and teacher/ visit leader to stay with the group.	Low
Visit Specific Risks			
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Signed – Risk Assessor:

Class Team: