

Woodcroft Academy

Education Visits

Policy

Review Date September 2025

‘Be wise, be
wonderful’



Principal: Miss C Wright

Rationale

Well-planned and executed educational visits provide our pupils with valuable experiences that enhance their learning journey at school. Providing a variety of 'real-life' opportunities for our pupils enables them to achieve a fuller understanding of the world around them. To promote opportunities, positive attitudes and enthusiasm for all of the pupils and to inspire motivation and independence through adventure and outdoor extra curricular activities.

Guidelines

The following guidelines support the planning and implementation of educational visits organised by Woodcroft Academy. The academy adheres to the Guidance for the Management of Outdoor Learning (GMOL) document (May 2019), and all visit leaders are required to read this document (Appendix A). All visits outside of school property are recorded, along with relevant risk assessment on the authority's system: EVOLVE.

The role of the Principal at Woodcroft Academy is:

- Check that the role of the Education Visits Leader is suitably appointed
- Ensure contingency planning is in place
- Advise the Educational Visits Leader where necessary
- Monitor the Educational Visits Leader for requirements of GMOL
- To carry out the final check and assessment of the visit leader's planning and risk assessments for education visits on EVOLVE prior to a visit
- The governing body or local authority have approved the visit if necessary
- Provide visit leaders with an out of office/emergency contact number

Educational Visits Coordinator (EVC) will:

- Ensure educational visits meets the employers and school's requirements
- Support the Principal and Governors with approval and other decisions
- Assess competence of prospective leaders and staff
- Ensure risk assessments are completed and meet requirements (EVOLVE) and once checked send to Principal for final checks and approval.
- Organise training and induction for staff
- Ensure there is a system in place where parents are informed and give their consent
- Ensure emergency arrangements are in place and staff are aware of these
- Keep records of visits (EVOLVE), accident or incident reports.
- Review systems and monitor practice.
- Ensure that EVOLVE has been completed in the adhered time frame (**see EVOLVE Notification**)

Evolve Notification

- For all standard educational visits, an EVOLVE form must be submitted a minimum of **4 weeks before the trip date**
- For a residential visit an EVOLVE form must be submitted **6 weeks before the trip date.**

Visit Leader

The visit leader (Teacher) is responsible for the suitable planning of a visit and have overall responsibility for the supervision and conduct of the visit.

The visit leader should:

- Ensure they have read the 'GMOL' document
- Agree all plans with the Principal and inform all relevant staff members (including updating school diaries and finalising costs).

- Draft a trip letter to be sent out to Parents
- Appoint a deputy and organise staff appropriately.
- Be able to control and lead pupils of the relevant age range.
- Be suitably qualified if they are instructing an activity.
- Undertake and complete planning and preparation of the trip – see Visit Leader Guidance, Risk Assessment – a brief checklist and Teacher checklist documents. Taking into account medical/SEN needs.
- Have an awareness of the pupils attending the visit and their suitability (including medical and SEN).
- Have the upmost regard for health and safety of the group at all times regardless of the opinion of others.
- Ensure all staff are aware of exits and meeting points in the event of an emergency.
- Ensure that pupils understand their responsibilities (see below).
- Observe the guidance set out for teachers and other adults (see below).
- Ensure they have first aid kits, appropriate medical equipment, and a list of emergency contact numbers.
- The school has the contact details of the venue
- The school also has contact telephone numbers for all of the staff and adults on the visit, as well as copies of consent forms and contact details for all of the parents/carers.
- Travel times are shared with the office.
- Complete an EVOLVE entry at least 4 weeks prior to a visit.
- Complete all relevant risk assessments (using EVOLVE and referring to risk assessments on Team

Teachers, Staff Members and Volunteers involved in a visit

Teachers/Staff members on school-led visits will be acting in the course of their normal employment during their normal hours. Any additional hours and specific terms will be agreed with the Principal.

Teachers/Staff members and Volunteers on the visit must:

- ☐ Do their utmost to ensure the health and safety of everyone in the group.
- ☐ Care for each individual pupil as any reasonable parent would ('in loco parentis').
- ☐ Follow the instructions of the group leader and help with control and discipline.
- ☐ Volunteers read and sign the 'Volunteer Policy' along with the 'Safeguarding Policy'
- ☐ Volunteers and/or parents should not have sole responsibility of pupils.
- ☐ Consider stopping the activity if they think there is a risk to health and safety.
- ☐ Along with the group leader, ensure that the pupils are aware of their expectations for behaviour during the entire visit, including when using transport.

Responsibilities of pupils

The group leader (and other adults during the day) should make it clear to pupils that they must:

- ☐ Not take unnecessary risks
- ☐ Follow instructions of the leader and other adults at all times
- ☐ Behave responsibly and in a positive manner (in line with our policy and expectations).
- ☐ Inform the group leader or another adult if they think that anything will affect their own or another group member's health and safety or well being
- ☐ Follow instructions when using transport of any description

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions (when appropriate for longer visits).

The group leader should also tell parents how they can help prepare their child for the visit, i.e. appropriate conduct, clothing, food etc.

Parents must:

- ☐ Consent and provide emergency contact number(s) (Via Parentpay)
- ☐ Complete a medication form where needed
- ☐ Provide the group leader with any relevant information regarding their child's health or behaviour that the group leader may not already be aware of

Communication (letters/texts)

Clear information should be provided to parents/carers through letters and/or briefing meetings for residential visits. The educational visits template letter should be used and include:

- Dates and times of visit
- Mode(s) of travel including departure and arrival times
- Details of accommodation – if applicable.
- Objectives and details of the activities.
- Any clothing, equipment, food or money to be taken
- Cost and due date for payment

Risk Assessment

A risk assessment (see templates in Teams) should always be carried out before a visit, using EVOLVE. The risk assessment will decide the adult: pupil ratio. It should also include:

- The risks and levels of risk (high, medium, low).
- Who is affected by the risks?
- The safety measures in place.
- The steps that need to be taken in an emergency.
- The type of activity and the level of which it is being undertaken.
- The location.

- The competence, experience and qualifications of all staff involved.
- The group members' age, competence and fitness.
- The quality and suitability of available equipment.
- Seasonal conditions, weather and timing.

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if the pupils or adults are in any danger.

If you are unsure, remember 'SAGED' - Staff, Activity, Group, Environment, and Distance.

Pre-Visit

Wherever possible and necessary the group leader should undertake a pre-visit to:

- ☐ Ensure that the venue is suitable to meet the aims and objectives of the visit.
- ☐ Assess potential areas and levels of risk.
- ☐ Ensure that the venue can cater for the needs of the staff and pupils and is researched whether through the internet or a simple phone call.
- ☐ Ensure that the group leader is familiar with the area before the visit.

If it is not feasible to carry out a pre-visit, then a minimum measure to contact the venue and seek further information, including obtaining their own risk assessment for their venue, if applicable. In addition, it may be worth seeking information from other schools who have attended the venue.

First Aid

First Aid provision must be considered when assessing the risks of the visit. For adventurous activities and overnight stays, it is advisable to have at least one trained first-aider in the group. Where possible, all adults in the group will have some knowledge of emergency first aid. The group leader must ensure that first aid bags are taken on each of the vehicles transporting the adults and pupils, and that all adults are aware of where first aid provisions can be located during the course of the visit. The contents of the first aid bag will depend on the planned activities.

Administering Medication/Inhalers on a school trip

• **Administering Medicine**

Essential medicine can be administered on a school trip but the parent must sign and complete a consent slip prior to the visit. A member of staff must be designated to take care of the medicine and to administer it at the time/times stated by the parent.

• **Asthmatic Pupils**

Asthmatic children will have been registered by their parents, they are required to provide an in date inhaler in school at all times. It is the responsibility of the class teacher to ensure that the inhalers are taken onto every trip. Where possible a spare inhaler will also be taken on the trip.

• **Diabetics/Anaphylaxis**

Staff will be trained in administering diabetic/epipen medication where a child on a school trip is diabetic or has an allergy which requires an Epipen to be carried.

Supervision

It is important to have a sufficient ratio of adult to pupil supervision. The following factors need to be considered:

- sex, age and ability of the group
- special needs pupils
- nature of activities and their location (i.e. remote areas)
- experience of adults in visits
- type of any accommodation
- competence of staff

OEAP Statutory Guidance states: 'The Early Years Foundation Stage (EYFS) Statutory Framework (updated 3rd

April 2017) no longer sets out different requirements for minimum ratios during visits from those required on site. As with other age groups, ratios during visits is always likely to be higher than the legal minimum **(for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools.**

To aid the smooth running of trip the school will look at each trip on a case by case scenario and aim for smaller ratios (however this is not a statutory ration):

For example:

Nursery and Early Years, visits off-site 1:5

KS1, visits off-site on foot 1:10. KS1, visits off-site involving public transport e.g Public bus or train (not private coach hire) 1:6

KS2, visits off-site on foot 1:15. KS2, visits off-site involving public transport e.g Public bus or public train (not private coach hire) 1:15

Regardless of these ratios, visits must be assessed individually. These ratios do not include residential visits.

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone, students and volunteers with appropriate clearance may be used to supplement the supervision ratio. All adult volunteers must have a DBS. The group leader must have an awareness of all adults supervising the visit.

For the protection of both adults and pupils, all adult supervisors should ensure they are not alone in a one to one situation with a pupil. Visit leaders need to use their professional judgement when visits involve public transport and reconsider ratios to ensure the safety of all individuals.

Some local visits, i.e. walks, visits to the park, are consented through the 'Home-School Woodcroft Academy Agreements'. However, wherever possible, notification should be given to parents about the planned local visit. Any concerns that volunteers have about the children they work with/come into contact with should be voiced with the Class Teacher and NOT with the parents of the child/persons outside school.

Participation

Pupils should not be coerced into activities that they fear. Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be removed from the activity. On residential visits, it should be considered as to whether the pupil should return home early. This decision would be taken by the Principal.

Coastal Visit

Group leaders and other teachers/staff members should be aware that many of the incidents affecting school pupils have occurred by or in the sea. At Woodcroft Academy, the group leader needs to consider the following:

- ☐ Tides and sandbanks are potential hazards, so timings and exit routes must be checked through local information and research.
- ☐ Ensure group members are aware of warning signs and flags.
- ☐ Establish a meeting point on the beach if separated.
- ☐ Look out for hazards such as glass.
- ☐ Decide on a zone area for recreational time.
- ☐ Are coastal paths safe for walking or bike riding, particularly on cliff tops?
- ☐ In case of an emergency meeting points should be set up as an active running risk assessment for the pupils and staff to adhere to.

Residential Visits

At Woodcroft Academy, children in Year 4 have the opportunity to take part in a residential visit. This activity takes place during term-time and is linked to the National Curriculum.

The residential visit enables children to take part in outdoor and adventurous activities. We undertake this visit only with the permission of the Local Authority and follow the LA Guidance in the organisation of the visit. All specialist

activities are undertaken with qualified instructors.

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities. Swimming in the sea on a coastal visit, will **not** be allowed for pupils from Woodcroft Academy. Paddling will only be allowed as part of a supervised activity. Pupils should always be insight of their teachers with at least one teacher supervising out of the water.

Farm Visits

Woodcroft Academy recognises that farms can be highly dangerous, even for the farm workers. Risks assessed on such a visit include the misuse of farm machinery and E-Coli 0157, food poisoning and other infections. The proposed farm will be checked to ensure that it is well managed, has a good reputation for safety and animal welfare, as well as maintaining good washing facilities. A pre-visit is recommended. The group leader and supervisors must ensure that pupils wash their hands after feeding or handling animals, not ingest any animal foodstuffs, drink from taps, ride on tractors or machinery or play in the farm area that is not a designated play area/playground.

Emergency Procedures for Visit Leader (LA Guidelines)

- Call Emergency services
- Call school link person (i.e. Executive Principal/Principal/SLT/EVC)
- Call LA – 01782 235186 and ask for the Director on call
- Manage the situation to the best of abilities and await instructions
- DO NOT talk to the press - emergency services will make an initial statement

Accident Reporting and Recording

Any accidents or near misses need to be reported electronically, on Parago. This must be completed in the event of a serious injury or the pupil being sent off to hospital from the school. Keep all relevant documents relating to the visit (including consent forms for those involved) and ensure the incident is recorded on CPOMS. This is the same in the event of a 'near miss' within the school.

If staff have any questions or queries regarding this, then please speak with a member of SLT.

