



Hazelwood Schools

Educational Visits Procedures and Good Practice

Reviewed and Adopted: **Spring 2022**

Reviewed by: LTS committee

Next Review: **Spring 2025**

Review every three years

Intent

At Hazelwood Schools, we believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Hazelwood Schools a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust.
- Improved achievement and attainment across a range of curricular subjects.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Our priority, at Hazelwood Schools, is to ensure that all visits are safe, educational and enjoyable, supporting our vision of nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

Implementation and Application

In addition to this Educational Visits Policy, Hazelwood Schools uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for all residential and some off-site activities <https://evolve.edufocus.co.uk/evco10/index.asp>

All staff are required to plan and execute visits in line with this school policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance and agree to adhere to them.

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.** These visits have to be risk assessed but do not have to be logged on EVOLVE.
2. **Other non-residential visits within the UK that do not involve an adventurous activity. E.g. visits to museums, farms, theme parks, theatres, etc.** These are submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. **Visits that are residential, overseas and/or involve an adventurous activity.** These follow point 2 above, but are also entered on EVOLVE and approved by the LA and the Headteacher.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits. They should obtain outline permission for a visit from the Headteacher and EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

The visit leader is responsible for ensuring a risk assessment is carried out and that a risk assessment signed by the Headteacher and the EVC or another member of SLT at least 7 days in advance of the visit. The risk

assessment will include the ratio of adult to children supervision and the number of first aiders or appointed person needed. The visit leader will share information with all staff involved in the visit. The visit leader is responsible for ensuring the Emergency Card, mobile phone, first aid kit and pupil medication are taken on the visit. (The Risk Assessment form can be found in Appendix 3)

It is the leader's responsibility to inform the school when they have arrived at their location and when they leave to return to school. In case of any delays the school must be informed in order to inform the Headteacher and parents.

After the visit, leaders must ensure they inform the EVC and Headteacher of how the trip went.

The Educational Visits Coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans/risk assessments before submitting them to the Head.

The Head Teacher has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body will approve the Educational Visits Policy and will ensure it is reviewed every three years or sooner if there is a change of guidance. They will also approve residential visits.

The Local Authority is responsible for the final approval of all visits that are residential, and/or involve an adventurous activity.

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Emergency Procedures

- A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.
- The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 1). All staff on visits are familiar with this plan.
- When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils. Although there is no legal requirement, the following ratio of adults to children is a suggested minimum for trips:

Reception 1:6 (5 adults for 30 children)

Key Stage One 1:8 (4 adults for 30 children)

Key Stage Two 1:10 (3 adults for 30 children)

Children who need specific support 1:1 (i.e. children with Special Educational Needs)

Whatever the length and nature of the visit, regular head counting of pupils should take place. The visit leader should establish rendezvous points and tell adults, groups and pupils what to do if they become separated from the party.

Parent helpers are welcome on educational visits and will attend a briefing with the teacher before the visit.

Helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times. All parent volunteers to be given an 'Educational Visits' information leaflet to ensure what their roles and responsibilities are during any visit. They will sign this before the visit to show they have read and understood the contents. (See Appendix 2)

Educational Visits Checklist and Parental Consent

- Hazelwood Schools' Educational Visits Checklist forms part of the risk management process for visits and off-site activities
- Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. However, parents will be informed by email if children will be taking part in an activity within this area.
- Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Transport

- Transport is always considered before booking a trip.
- Where possible, we will use public transport in order to minimise costs and to enhance the opportunities children have to use public transport. If a coach is needed, this cost will be passed on to the parents. Staff will not drive their own car for trips unless specific permission has been granted by the headteacher and the parents or in an emergency, with consent from the parent.
- Parents may be asked to drive children to venues. This will be through consent from parents and facilitated by the parents themselves
- For short trips in small groups, taxis may be used (i.e. for sport tournaments) where a member of staff will accompany the children in the taxi

Mobile Phones and Social Network

- Under no circumstances should any adult use their mobile phone to take photographs or make phone calls (unless in an emergency) while on the visit.
- No photos should be posted on social media such as 'Facebook' and 'Twitter' and instant messaging services such as 'WhatsApp'.
- Any information about a child should only be passed onto the child's parent or guardian through the class teacher or Headteacher.

First Aid

- First Aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit.
- Trips for the Early Years must have at least one qualified Paediatric First Aider.

Swimming Lessons

Swimming lessons for Year 5 are carefully regulated to ensure safety at all times. At least 2 members of staff accompany children to and from the pool. Girls and boys have separate changing rooms which can be locked to prevent theft.

Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. The School is required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

At Hazelwood Schools, we will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. We will work with families to find ways so that all children can attend educational visits where possible and if appropriate.

General

- Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.
- These visits/activities do not require parental consent and do not normally need additional risk assessments / notes.

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).
- Play equipment.
- Water.

These are managed by a combination of the following:

- The Headteacher must give verbal approval before a group leaves.
- There will normally be a minimum of three adults. Staff are familiar with the area, including any 'no go areas', and have practised appropriate group management techniques.
- Children are made aware of the expectations for road crossings in a group. Where appropriate, they are fully briefed on what to do if they become separated from the group. All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Childrens clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return and remain in contact throughout the trip as necessary.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).
- Staff to check area on arrival.

Charging for Visits

Parents will be asked for a voluntary contribution to help with the cost of trips that are related to a specific curriculum area. If not enough money is contributed to cover costs, the school reserve the right to cancel the trip. For residential activities that are not solely for National Curriculum purposes, a charge will be made for board and lodgings. Parents reserve the right to withdraw their child from these residential trips.

Insurance

The school will hold insurance for trips. For adventurous trips or trips abroad or residential, the school will ensure that sufficient insurance is in place.

Appendix 1 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry the 'Action Card' and Plan A & B card below:

HAZELWOOD SCHOOLS Activity / visit leader's action card

Emergency Refuge Point	
Name: Retreat to the coach	Phone Number: 08007314378

Note: The refuge point **does not** need to be informed that you have planned their site as a point of refuge.

Immediate action in an emergency	Tick
Assess the situation and take immediate action to ensure the safety of pupils and staff.	
Establish if anyone is injured and how.	
Call the emergency services if necessary. (999 or 112)	
Be aware that you and others may be suffering from shock.	
Next steps	Tick
During school hours contact the headteacher or nominee: 020 8886 3216	
Outside school hours contact the headteacher or nominee:	

Give clear details of what has happened and who is involved.	
Discuss with the headteacher or nominee who should inform parents and next-of-kin of pupils and staff.	
The headteacher or nominee should contact the local authority if necessary – if they are unavailable you may have to do this. During office hours, call your local authority emergency contact: 0208 379 4446	
Outside office hours, call the local authority emergency helpline: 0208 379 1000	
Avoid speaking to the media – if necessary direct them to your local authority press office staff: 0208 379 4406* or 0208 379 5147*	
Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).	
Make notes of what has happened and your actions.	
Keep in contact with the headteacher or nominee.	

*If out of hours or unable to get response call Borough Contact Centre 0208 379 1000

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage;
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;
- Contact the British Consulate / Embassy if abroad.

HAZELWOOD SCHOOLS

Plan A & B

	Plan A		Plan B
Transport to venue		Problem with transport to venue	
venue		Problem with the venue	
lunch		Problem with lunch	
Transport from venue		Problem with transport from venue	



Hazelwood Schools

Protocol for Parents Helping on School Trips

At Hazelwood Schools we believe that the children’s learning is enhanced by ‘real life’ experiences, so we try to include a trip outside school in many of our curriculum areas. There is no firm rule about the ratios of adults to children on these trips, but we aim to work by the ‘rule of thumb’ that we need at least one adult to (the age of the children) e.g. 1:6 for Year 1, 1:10 for year 5 etc. Of course, some children have particular needs and may need 1:1 supervision. Looking after other people’s children is not a responsibility to be taken lightly and we do understand that some parents may not wish to sign up to this protocol. Where possible, we will ask parents who have had DBS checks for the school to join us on trips.

The following list, although not exhaustive, is our protocol for parents helping on school trips:

1. Parents invited to join us on trips are asked to support and care for **all children**, not just their own. Offers of help from parents are always appreciated, but the final decision on who will accompany the trip, and the number of parents needed, will be made by the school. We do try to encourage the children’s independence on trips and so we aim to strike the right balance when deciding the number of adults
2. Parents will be given a list of those children for whom they are responsible and the lists will also be available for all the parents in the class. Organisation of the groups will be undertaken by the school
3. Preschool children will not be included in trips unless they are specifically ‘family outings’
4. The class teacher will brief parent helpers on the experience planned for the children including the kind of questions that can be asked of them and things to point out. Parents will be expected to follow the direction of the class teacher and other members of school staff, especially itinerary timings and being in the right place for booked workshops. Parents are also expected to interact with the children throughout the trip to make the trip as enjoyable as possible for the children.
5. The class teacher will inform parent helpers if the class is going to visit the gift shop. Parents are asked to supervise the children carefully, because some are not given very much independence with their own money and may need guidance about what they can afford. **Parents must not purchase gifts for their own child, or the whole group** as this will disadvantage the other children. This also goes for the purchase of ice-creams, drinks or snacks for the children. Parents are asked to give spending money to their own child as normal
6. Parents must remain vigilant when supervising the children in public. **Mobile telephones must not be used for phone calls or taking photographs on a school trip.** If a parent needs to make or take a call or a text in an emergency, they should arrange for someone else to supervise the group for that time
7. Parents may need to take their groups to public toilets when required. All of our children are able to manage the toilet by themselves, so there is no need to enter the cubicle. If anyone is taken ill, parent helpers should inform the class teacher or teaching assistant at once and they will take over the management of that child
8. Parents will be expected to be responsible for their group but must not discipline or sanction a child. If calm, positive reinforcement is not working, parent helpers should ask a member of school staff to intervene

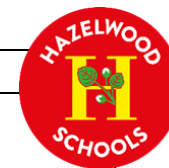
Thank you for coming on the trip with us and supporting the school and our children by signing up to this protocol. Remember, the most important thing is that the children have an enjoyable, memorable day and feel safe and cared for at all times.

Trip: Year Group: Date:
.....

We, the undersigned, have read and agree to abide by the ‘School Trip Protocol’. Please sign and print below.



Hazelwood Schools Health & Safety Educational Visit Risk Assessment



Educational Visit	Year Group

	Educational Visit

You need to consider each aspect

When you are back on site. What are the risks?

Think STAGED: Staff, Timings, Activity, Group, Environment, Distance

<p>Specific Individuals at risk i.e. anyone who may be at particular risk of harm, or might present a hazard to others e.g. Bob Jones - occasional epileptic seizures – risk of injury when falls or during seizure</p>		<p>Precautions and control measures i.e. steps that will be taken to reduce the risk of harm to an acceptable level e.g. Bob Jones – ensure medication taken – staff/pupils all aware and trained to provide gentle support and padding</p>				
1.		5.				
2.		6.				
3.		7.				
Time / place / activity i.e. when/where/why at risk of harm e.g. Tues a.m. – Whitby – fossil hunt	Significant hazards i.e. how might people foreseeably be harmed? e.g. use of hammers g rock splinters in eye	Precautions and control measures i.e. what steps will be taken to reduce the risk of harm to an acceptable level? e.g. all participants required to wear goggles and helmets	Overall risk acceptable?(Yes or No?) i.e. has the risk of harm been reduced to a reasonable and acceptable level ?	Parents	Staff	Participants