



## **Woodlea Primary School Policy for Educational Visits**

Reviewed by	Headteacher and Governing Body
Reviewed in	Autumn Term 2024
Status & Review Cycle	3 year cycle
Next Review date	Autumn Term 2027

## Introduction

Woodlea Primary School provides many opportunities for its pupils to enrich and enhance their on-site learning through the use of outdoor education and off-site educational visits. This encompasses residential activities, environmental studies, sports, physical and cultural activities and adventurous activities. Visits both day and residential are an integral part of life at Woodlea. They serve to provide experiences that will aid the acquisition of new skills and attitudes and a better understanding of the wider world.

### Visits aim to:

- Provide first-hand experience
- Support and enhance classroom experiences
- Foster an awareness and sensitivity about the environment
- Develop cooperation
- Enhance personal and social development
- Maximise every child's potential through a variety of learning experiences
- Develop skills of observation, research and recording and the ability to question

## Legal Requirements

This policy document supplements and follows:

- the guidance and advice contained within Surrey's "Guidelines for Educational Visits and Outdoor Education Activities"
- guidance from the Health and Safety Executive in conjunction with the DCSF
- the DCSF document "Health and Safety of Pupils on Educational Visits"

## Roles and Responsibilities

### The Governing Body

- must satisfy itself that the appropriate procedures, risk assessments and control measures are in place and that the documented guidance notes are being followed. All offsite visits that are residential or hazardous must be approved by the Local Governing Committee.

### The Head Teacher

The Head Teacher is delegated by the Governing Body to approve all off-site educational visits of a perceived low risk, local, daily or regular nature. The Head Teacher will also:

- Ensure adequate child protection procedures are in place
- Approve the group leader for every visit, ensuring that they have experience in supervising the age groups going on the visit and will organise the group effectively

Ensure that DBS disclosures are in place where necessary

### The Educational Visits Co-ordinator

The Educational Visits Co-ordinator ensures that all off-site activities follow the correct procedures. The person with these responsibilities will approve the group leader for every visit and monitor the written risk assessments to ensure good practice. In addition, they will:

- Support the group leader in identifying the purpose for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers
- Ensure that DBS checks are in place where necessary
- Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event
- Keep records and make reports of accidents and “near accidents”
- Review and regularly monitor procedures
- Liaise with the LA Outdoor Education Adviser to ensure the proposed visit complies with the LA regulations

### The Group Leader

- The Group Leader is responsible for identifying the purpose of the visit and following the checklist for planning a school visit (see attached). He or she is responsible for ensuring that:
  - The Head teacher’s approval for the visit has been given
  - The LA guidelines and school policy is followed
  - Child protection issues are addressed
  - A full risk assessment has been completed and all necessary measures put into place
  - All supervisors are fully aware of what the proposed visit involves and all risk assessments
  - Parents are informed of the visit in order for them to make an informed decision on whether their child should go on the trip or not
  - All planning and preparation for the visit, including briefings, is completed
  - Group lists, medical forms and consent forms are completed and available on the visit
  - Arrangements for medical needs and special educational needs have been implemented
  - Group supervisors roles are clearly defined and all tasks assigned
  - The ratio of adult to child is appropriate (Union guidance is 1:6 R-Y3; 1:10 Y4-Y6)
  - All supervisors have the school contact information and emergency procedures
  - First aid provision is in place
  - All SEN, music, office and other staff are informed of times of visits which will affect other provision
  - The school diary is up-to-date with visit dates and times
  - A financial account and costs for the trip have been made
  - All children know what is expected of their behaviour during the educational visit

## Additional Guidance Notes

### Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the Trust or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group
- care for each individual pupil as any reasonable parent would
- follow the instructions of the leader and help with control and discipline. Non- teachers should generally not have sole charge of pupils except where risks to health and safety are minimal
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable

### Information to Pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity
- background information about the place to be visited
- how to avoid specific dangers and why they should follow rules
- why safety precautions are in place
- why special safety precautions are in place for anyone with disabilities
- what standard of behaviour is expected from pupils
- who is responsible for the group
- what to do if approached by a stranger
- what to do if separated from the group
- emergency procedures
- rendezvous procedures

## 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 for longer visits. The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. All parent volunteers will be DBS checked. Parents must sign a copy of the Voluntary Helper form before being allowed to take part in the trip. (See Appendix 2)

Special arrangements may be necessary for parents for whom English is a second language;

The following information on matters that might affect pupils' health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- dates of the visit
- times of departure and return
- mode(s) of travel including the name of any travel company
- details of accommodation with security and supervisory arrangements on site
- names of leader, or other staff and of other accompanying adults
- visit's objectives
- details of the activities planned and of how the assessed risks will be managed
- insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested
- clothing and equipment to be taken
- money to be taken

Parents must:

- provide the group leader with emergency contact number(s)
- sign the consent form
- give the group leader relevant information about their child's health which might be relevant to the visit

## Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using Woodlea's Risk Assessment Form (Appendix 1) . The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit?
- Groupings which take in consideration behaviour and medical needs.

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

The group leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken
- the location
- the competence, experience and qualifications of supervisory staff

- the group members' age, competence, fitness and temperament
- pupils with special educational or medical needs
- the quality and suitability of available equipment
- seasonal conditions, weather and timing

### Preliminary Visit

Wherever possible the group leader should undertake a preliminary visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit
- assess potential areas and levels of risk
- ensure that the venue can cater for the needs of the staff and pupils in the group
- ensure that the group leader is familiar with the area before taking a party of young people

If it is not feasible to carry out a preliminary visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue.

## First Aid

First Aid provision should be considered when assessing the risks of the visit. For all trips, there should be at least one trained first-aider in the group where possible. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box
- a person appointed to be in charge of first-aid arrangements

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher should take this into account when assessing what level of first-aid facilities will be needed.

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

## Transport

Appropriate transport must always be booked and guidance will be given by the EVC. A risk assessment will be completed to provide detailed guidance on health and safety issues.

## Pupils with Special Educational and Medical Needs

The Head Teacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

## Residential Visits.

Residential visits work in the same way as day trips with regards to risk assessments, duty officers and preliminary visits. All risk assessments and trip details must be recorded onto [Evolve](#). Teachers will need a login which can be obtained from the EVC to complete the relevant sections. Residentials must be submitted at least 2 months prior to the visit itself, if not before then. This allows the EVC and the Headteacher to review the details and get it to the Surrey EVC in time for them to review it and approve the visit. Group leaders will need to consider the impact of a residential on behaviour or medical needs of pupils and accommodate these needs within a risk assessment e.g. number of adults, room arrangements, medical provision/storage.

## Evaluation Report

A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessments undertaken. Any minor incidents or 'near misses' should be reported on an accident report.

## Appendix

1. Woodlea Risk Assessment Form example
2. Voluntary Helper Form example

1.

Woodlea Primary Risk Assessment Template 2024-25



<b>Event &amp; Date</b>	
<b>Risk Assessment Completed by:</b>	

Step 1 Identify significant hazards	Step 1 Identify who might be harmed and how	Step 3 identify precautionary measures already in place	Step 4 Review if event occurs requiring update
<b>What are the hazards?</b>	<b>Who is at risk and how would they be harmed?</b>	<b>What is done to reduce/control the risk?</b>	<b>Responsible</b>
Provision for medical needs.			
Provision for additional needs			
Date of Review	Comments:		

To be completed for trips

Names of staff attending & contacting:				
Groupings of children and leader				

**WOODLEA PRIMARY SCHOOL**  
**VOLUNTARY HELPERS**

Educational visit to.....  
Date of visit.....  
Number of pupils responsible for .....

Teacher in charge.....

Other accompanying teachers.....

1. I agree to be a voluntary helper. I have read the attached information about the nature of my duties and responsibilities.
2. I understand that the teacher in charge will be responsible for the conduct of the visit and I am willing to undertake any reasonable duties as a voluntary helper that the teacher asks me to perform.
3. I accept the teaching staff are responsible to the Head teacher for the safety of the children and I agree for that purpose I will be under supervision of the teaching staff and will comply with any reasonable instructions they give.
4. I will speak to the teacher if I am concerned about the health and safety of the pupils at any time during the visit.

Name of helper.....

Relationship to child.....

Signed..... .Date.....

Telephone number.....

This form should be retained by the school office.

**General Guidance for  
Volunteers Helpers**

**Confidentiality**

During your time volunteering, you may be privy to information which is of a confidential nature. It is important that you maintain confidentiality at all times. If you are with a class, it is inevitable that you will gain some understanding of the level of work some children are undertaking. Again it is essential that this is not discussed outside the classroom.

**Safeguarding**

We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. All adults, including temporary staff, volunteers and governors, have a full and active role to play in protecting our pupils from harm.

We have a Keeping Children Safe in Schools Policy and procedures in place to safeguard our children and the adults working with them in the school environment.

The head teacher is the Designated Safeguarding Lead (DSL) for the school.

We ask that all regular volunteers have an enhanced DBS check and thank you for your support in providing the necessary information for this.

We ask that all volunteers help in the safeguarding process for children and themselves by acting on the following guidance:

- Ensure you are not alone with an individual pupil.
- Where at all possible there should be two adults working with groups in the same area.
- Where possible avoid physical contact. Younger children may initiate contact but touching should be restricted to arms, shoulders or hands.
- If a child makes a comment which causes concern about their welfare, please report your concerns to the class teacher who will pass these on to the DSL. If you have concerns which relate to the actions or behaviour of a member of staff, then you should report this to the head teacher who will investigate your concerns.
- Please ensure you do not take photos of children.
- Mobile phones are not permitted for use whilst acting as a volunteer.

If you are helping for the first time and have any questions do please ask your child's class teacher who will be happy to clarify anything for you.