



**The Park Federation Academy Trust  
Cranford Park Academy**

**Educational Visits Policy 2021/24**

## Approval

<b>Approved by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
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## Contents

		Page
1.0	Introduction	4
2.0	Aims	4
3.0	Responsibilities	5
4.0	Risk Assessments	7
5.0	Parental Consent	8
6.0	Checklist for Educational Visits	9
7.0	Educational Visits Proposal Form	10
Appendix A	Class Outings Consent Form	11

## Section 1: Introduction

Off-site educational visits are activities arranged by or on behalf of Cranford Park Academy (CPA), and which take place outside the school grounds. The governors and teaching staff believe that off-site educational activities enrich the curriculum by providing experiences which would otherwise not be possible.

All off-site activities serve an educational purpose, enhancing and enriching our children's learning experiences. In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site educational visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits, we seek to make our visits available to all pupils, and to make them as accessible as possible to those with disabilities. The visits usually take place within the school day.

This policy is written with regard to Hillingdon's *'There and Back Again: Outdoor Education Handbook'* (November 2013), the DfE's guidance *'Health and Safety: Advice on legal duties and powers'* (February 2014) and *Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'* and *Adopts National Guidance [www.oeapng.info](http://www.oeapng.info)* (as recommended by the LA).

## Section 2: Aims

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 Cranford Park Academy 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:

- Enhance curricular and recreational opportunities for our pupils;
- Provide a wider range of experiences for our pupils than could be provided on the school site alone.
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.
- 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 (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.

- 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.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

CPA has a strong commitment to the added value of learning outside the classroom, some of which takes place beyond the statutory school day and beyond the school premises. CPA believes that Educational Visits contribute positively to the quality of teaching and learning that we can offer our pupils.

### **Section 3: Responsibilities**

#### ***Academy Council***

Academy Council members will receive advice from the school's nominated Educational Visits Coordinator. They should ensure that this policy is reviewed regularly and in line with any changes in government/HSE guidance.

#### **Key Tasks**

- Ensure a policy is in place with regard to off-site activities;
- Ensure that visits have specific educational objectives;
- Be satisfied that risk assessments are carried out and that appropriate safety measures are in place;
- Ensure that all arrangements comply with CPA's Safeguarding and Health & Safety policies;
- Ensure that funding and costs do not exclude any pupil from taking part;
- Contribute to the establishment of an acceptable code of conduct for both leaders and pupils.

#### ***School Principal***

The School Principal will ensure that off-site activities comply with the procedures in this policy. She will sign the approval for visits (except overseas and high-hazard visits) on behalf of the Academy Council.

#### **Key Tasks**

- Appoint or undertake the functions of an Educational Visits Coordinator (EVC);
- Ensure that the EVC has attended an approved training course;
- Support staff development of leadership competence through continuous professional development;
- Appoint party leaders who are sufficiently experienced and competent to assess and manage the risks with regard to the planned activity;

- Ensure that risks have been assessed, significant risks recorded and appropriate safety measures are in place and that all parties are aware of the assessments and ensure that all staff understand and comply.
- Formally approve each journey or visit;
- Review and approve the risk assessment produced by the party leader and team for each visit.

### ***The Educational Visits Coordinator (EVC)***

Every establishment should have a designated Educational Visits Coordinator (EVC). This may be the Principal or a senior teacher/employee who in the view of the Principal is competent to undertake delegated tasks. The EVC for CPA will be Stacey Chester KS2 and Jade O'Brien KS1/ Early Years.

#### **Key Tasks**

- approve delegate visits;
- assign competent people to lead or supervise a visit;
- support the party leader with advice and guidance on generic or specific risk assessments;
- organise the emergency arrangements and ensure there is an emergency contact for each visit;
- keep records of individual visits including reports of accidents and 'near accidents' (sometimes known as 'near misses');
- review systems and, on occasion, monitor practice.
- review trips and monitor usefulness / academic benefits □ seek any advice from external providers as necessary.

### ***The Visit Leader***

**Visit leaders** are responsible for the planning of their visits, and for completing risk assessments. They should obtain outline permission for a visit from the Head Teacher or 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.

#### **Key Tasks**

- obtain the approval of the Principal or EVC before any off-site visit or activity takes place;
- assess the reasonably foreseeable risks involved and draw up or amend as appropriate any previously recorded risk assessment;
- oversee the safe conduct of each visit, paying particular attention to on going risk assessments and changing circumstances;
- ensure that all other members of staff and voluntary helpers are aware of their responsibilities and have the appropriate training and experience to undertake their assigned roles;
- consider the planning checklist to ensure that all procedures have been followed;
- inform parents about the visit and gain their consent, where appropriate.

- brief the persons taking the trip (i.e. dos and don'ts).
- ensure that no unchecked volunteer is never in a position of vulnerability

### ***Additional members of staff and volunteers***

Members of staff and volunteers make up the team for each visit and they must be given written instructions to ensure that they are familiar with procedures/protocols.

### **Key Tasks**

- assist the party leader to ensure the health, safety and welfare of all the young people on the visit;
- to be clear about their roles and responsibilities whilst taking part in the visit or activity.

### ***Pupils/Students/Young Persons***

Whilst taking part in off-site activities young people also have responsibilities about which they should be made aware by the party leader or other members of staff, for their own health and safety and that of the group. Young people should:

- not take unnecessary risks;
- follow instructions of the party leader and other members of staff; □ behave sensibly, keeping to any agreed code of conduct; □ inform members of staff of any significant hazards.

### ***Parents***

Parents have an important role in deciding whether any visit or off-site activity is suitable for their child. Parents should:

- inform the party leader about any medical, psychological or physical condition relevant to the visit;
- provide emergency contact numbers;
- provide the party leader with arrangements to resume care of their child should this be necessary;
- sign the consent form if in agreement.

### **Staff Competence**

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:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- 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.

## **Section 4: Risk Assessments**

### ***Generic Risk Assessments***

Generic Risk Assessments identifying control measures to reduce the risk of harm from generic hazards. These assessments do not have to be written out in full but should be referred to on the risk assessment for the visit.

***Important Note:*** It is important that generic risk assessments, associated checklists and protocols are used carefully. There must be evidence that those undertaking the visit have read them and applied them appropriately to the visit. Whenever they are used, the Principal should check and sign to this effect.

### ***Event or Site Specific Risk Assessment***

**Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.**

The Party Leader must complete these assessments along with the staff team. The assessments relate to the hazards associated with the event or site and the nature of the children and young people in the party. This may require a site visit in order to fully appreciate how to write the risk assessment.

**Visits that are overseas, residential, or involve an adventurous activity.**

These follow event and site specific risk assessment above, but the Principal then submits the visit to the Academy Council for approval.

### ***On-going Risk Assessment***

On-Going Risk Assessment is the dynamic process of identifying new levels of risk in response to changes in level of hazard and the behaviour of the party. It is not practicable to record these assessments in writing as they happen; however it is possible to identify the significant potential risks on a risk assessment.

### **Risk Assessments and Third Party Providers**

Other people and organisations provide many aspects of educational visits for schools. Examples include outdoor centres, transport providers, voluntary organisations and museums. It is the responsibility of these organisations to assess the risks of their provision.

***Important note:*** It is not necessary to copy or scrutinise all providers' risk assessments, just a verification that they do exist for the agreed visit. This at its simplest will be a written confirmation: "*Can you confirm that you have assessed the risks for our programme?*" and "*How can you verify this?*". The answer to the latter could be "*they are published on our website*"; "*they are available to you in the visitors' handbook*". They must be accessible to the academy.

## Section 5: Parental consent for educational visits

Parents and carers should be informed of any educational visit in advance. Parental consent must be obtained each time a pupil takes part in a visit beyond a walking locality. If no consent has been received, the child may not go on the visit. Children who do not go on a visit should still attend school that day and be placed in another class.

CPA will ask parents to sign a consent form (see Appendix A) when their child first enrolls at CPA that covers the following visits:

- Visits in the local area.
- Visits that do not involve travel by coach or public transport.

For Nursery age children, written consent will be obtained for any off-site visits using the form indicated above.

## Section 6: 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.

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 Principal and Chief Executive head of The Park Federation.

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

- There is always a nominated emergency base contact for any visit (during school hours this is the Principal and Deputy Principal).
- 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.
- 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.
- 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.
- 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.
- For visits that take place outside the School Learning Area, the visit leader will carry either:
- An ICE Emergency 'Card', or
- An OEAP National Guidance Emergency action card (*Available via [www.oeap.info](http://www.oeap.info)*)

- This Emergency Procedure is tested through both desktop exercises and periodic scenario calls from visit leaders.

### Educational Visits

#### **Cranford Park Academy**



#### School Trips Checklist:

When organising trips, please use the following check list. When you go to Sarah with an idea for a trip, please have in mind possible costings as this will be a good indication as to whether the trip will be able to take place in the first instance.

Investigate Venue and Date.	
Obtain agreement for trip from Principal	
Book venue	
Book method of transport	
Write the date on the year overview in the VP office	
Confirmation received - Venue	
Confirmation received - transport	
Visit site	
Complete risk assessment and sign by Principal at least 2 weeks prior to trip	
Show costings and completed risk assessment to Principal	
Letter sent to parents – must be sent well in advance so that parents can pay by instalments	
Create class list to record monies and lunch choices against	
School meal children to make menu choices – at least 1 week in advance	
Inform Canteen of lunch needs at least 1 week in advance	
Monies must be sent to Finance Office	
Log permission slips received	
List of non-payers to Principal	
Adults arranged for trip – must have one first aider additional to adult support necessary	
First Aid bags, sickbags, asthma equipment, epi pens etc collected	
Mobile phone	
Volunteers meeting	

Volunteer declaration forms completed	
Group lists sent to office	
Volunteer declaration forms sent to EVC	
Review form completed and sent to EVC	

### Checklist for Educational Visits

To:

Inclusive dates:

No.of staff:

No of pupils:

Age range:

Date Confirmed:

☐ Copy of the final programme for the visit

☐ Copy of risk assessment(s)

Name, address and telephone numbers of school/centre contacts: (*attached*)

☐ Details of travel arrangements.

Coach Company:

Address:

Telephone No.:

☐ Copies of parental consent forms

☐ Address of insurance company and policy number.

☐ Details of accommodation to be used (if applicable)

Name:

Address:

Telephone No:

Approved: \_\_\_\_\_ Date: \_\_\_\_\_

Keep a copy of this form along with all the associated details of the journey or visit

## Notes on the Approval Form

For regular educational and recreational visits, for example to school playing fields, church, the swimming pool, simply complete one form for each academic year. Supporting paperwork, for example the risk assessment for the activity should still be on file, as should any paperwork with providers. An opportunity to regularly review educational and recreational events should be made at least annually.

### Cranford Park Academy Educational Visits Proposal Form

**DATES OF VISIT:**

--

**VENUE:**

--

**ACCOMMODATION (name, address and telephone number) (if applicable):**

--

**PURPOSE OF VISIT (and details of activities to be undertaken):**

--

**MEANS OF TRANSPORT:**

--

**NUMBER OF PUPILS:****AGE RANGE:**

--

**NAMES OF PARTY LEADER & OTHER ACCOMPANYING STAFF:**

--

**EMERGENCY CONTACT:**

--

Attach a copy of the risk assessment for this visit.

Parental consent must be given for their child to participate.

**SIGNED:****DATE:**

## Appendix A

Cranford Park Academy



Dear Parents,

### Class Outings

In order to support the curriculum being taught in class, staff may take pupils for walks around the local area, including Cranford Park, to provide them with first hand experience.

By signing the slip below, you agree to your child taking part in any outings in the local area that do not involved travel by coach or public transport. All such outings will be appropriately risk-assessed.

Others trips will be arranged during the year. These may be on public transport, coaches or in appropriately insured cars. We will inform you of the details of each of these types of trips beforehand.

Please sign and return the slip below when your child starts in September. Thank you.

Kind regards,

Sarah Evans  
Principal

\*\*\*\*\*  
\*\*\*\*\*

Reply Slip: Class Outings

I agree to my child taking part in class outings in the local area.

Child's Name:

Class:

Signed:

Date:

(Parent/Carer)

**Emergency Contact Number:**

**My child has the following medical needs:**