

# **ATTAIN ACADEMY PARTNERSHIP**



## **Educational Visits Policy**

**For**

## **Bocking Primary School**



**February 2021**

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### **Responsibility for off-site visits:**

- Headteacher: Michael Wood (Temp)
- Educational Visits Coordinator (EVC):  
    Lisa Pickering (Temp)
- Designated Governor: TBC

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## 1. Introduction

- 1.1 Educational off-site visits are activities arranged by or on behalf of the academy, which take place outside the academy grounds.
- 1.2 The employer, Attain Academy Partnership (herein referred to as the trust) trust board, and the Local Governing Body (LGB), have the responsibility of providing guidance for off-site academy visits and it is essential that any staff member of the academy reads this policy before contemplating or organising any educational trip or visit to be made by children from this academy.
- 1.3 The trust has formally adopted the Outdoor Education Advisers' Panel's (OEAP's) 'National Guidance' as its own Employer Guidance and principle source of guidance and information regarding good practice for Outdoor Learning, Learning outside the Classroom and Off-site visits. OEAP National Guidance can be found on the following website: [www.oeapng.info/](http://www.oeapng.info/).
- Read THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. governor / head / EVC / visit leader / etc.)
  - The remaining parts should be referred to as and when guidance is sought.
- 1.4 The 8 key points addressed within the Department of Education (DfE) guidance [Health & Safety on Educational Visits](#) (Nov 2018) have been embedded in this policy

**NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

## 2. Reasons for Visits

- 2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.
- 2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at the academy, we offer a range of off-site visits and other activities that add to what they learn at the academy. These visits begin with short excursions into the local area in the Early Years, and progress to a residential experience towards the end of Key Stage 2.

## 3. Visits and Curriculum Links

- 3.1 All off-site visits and activities support and enrich the work we do in academy. There are also a number of people who visit the academy to support our work.

Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

- 3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the OEAPNG: e.g.
- English – theatre visits, visits by authors, poets and theatre groups;
  - Science – use of the academy grounds, visits to local woods, botanical gardens and parks;
  - Mathematics – use of shape and number trails in the local environment;
  - History – castle visits, study of local housing patterns, museums;
  - Geography – use of the locality for fieldwork, field work further away
  - Art and design – art gallery visits, use of the locality;
  - PE – range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
  - Music – range of specialist music teaching, extra-curricular activities, local schools' orchestra/choir, concerts for parents and children;
  - Design and technology – work with local secondary schools;
  - Computing – its use in local shops/libraries/secondary schools etc;
  - RE – visits to centres of worship, visits by local clergy
  - PSHEE and Citizenship – visit to the fire station or an old people's residential home, visits by local police officers, health workers.

**NOTE – when extra-curricular activities take place there should always be another adult, other than the one running the activity on the premises.**

- 3.3 Residential activities: Children in Years 6 have the opportunity to take part in a residential visit. This activity is in academy time and linked to the National Curriculum. There is no charge for the education; however, there is a charge to cover travel, board and lodging, insurance and specialist instruction for certain activities. Parents in receipt of state benefits are exempt from payment.

The residential visit enables children to take part in outdoor and adventure activities as part of their PE work. Residential visits are undertaken only with the agreement of the headteacher, governors and where relevant the LA. Qualified instructors are provided for all specialist activities that are undertaken.

## 4. Gaining Approval for a Trip

### 4.1 Trustees

As part of their responsibility for the Health and Safety of the trust, the trust board must ensure each academy has adopted a policy for the effective and safe management of off-site visits. The trustees delegate the general responsibility for the implementation and monitoring of the policy to the Chief Executive Officer (CEO) and local governing body (LGB).

The trust board has adopted a charging and remissions policy.

#### 4.2 Local Governors

As part of their responsibility for the general conduct of the academy, the local governors must approve any visit involving an overnight stay or overseas.

The local governors delegate the headteacher/ EVC the responsibility to approve all other visits.

The local governors have adopted a charging and remissions policy.

(OEAPNG: [3.2c-Charges for off-site activities](#))

#### 4.3 The Headteacher and / or Education Visits Coordinator (EVC):

DfE guidance: [Health & Safety on Educational Visits](#) (Nov 2018 Section 8)

- is responsible for ensuring that all academy activities are properly planned and appropriately supervised and that this policy is implemented
- should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- should ensure the suitability of all staff appointed to the visit
- should verify that all accompanying adults have completed the necessary safeguarding checks (Volunteer Application Pack: Application form, Self-Declaration form and DBS, as appropriate)
- should ensure that the visit leader fully understands his/her responsibilities
- should implement effective emergency contact arrangements
- should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately
- should have a system in place to record, audit and monitor academy off-site visits.

4.4 An electronic submission process EVOLVE is used to log, audit and approve all off-site visits by the academy as follows:

Class of Trip	EVOLVE	Formal Approval By:			Verbal Approval
Overseas	Yes (Trip Form)	EVC	Head	LA	
Residential	Yes (Trip Form)	EVC	Head	LA <sup>1</sup>	
Adventurous	Yes (Trip Form)	EVC	Head	LA <sup>1</sup>	
Local approved with transport	Yes (Trip Form)	EVC			
Extended Learning Locality <sup>2</sup>	Yes (Local Area Visit Form)				Head or EVC

1. UK residential and adventurous activity trips using a LOtC Quality Badged Provider can be given approval by the ECV and headteacher without further submission to LA.

2. Trips that fall within the academy's extended learning locality are detailed within the Local Visit Area Operating Procedure in Appendix 1. These can be approved verbally by the headteacher or EVC.

See Appendices for blank template forms

- Appendix 2: Risk Assessment Form
- Appendix 3: Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.

## 5. Choosing a Provider

- 5.1 After considering the reasons for the visit, the visit leader should check out the provider.  
(See [www.oeapng.info](http://www.oeapng.info) 4.4 f checklist – assessing a provider, 4.4.g – selecting external providers and facilities and 4.4h-using external providers)
- 5.2 On residential, adventurous or overseas visits, leaders should check to see if the provider holds the LOtC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventure mark, etc.)

## 6. Parental Consent

- 6.1 OEAP National Guidance Document  
(See [www.oeapng.info](http://www.oeapng.info) 4.3d - Parental-Consent)  
This guidance reflects the DfE guidance below:

Parental consent to off-site activities Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

Please note the DfE form for obtaining consent for adventurous, residential, overseas, or visits outside normal school hours:  
<http://media.education.gov.uk/assets/files/doc/d/dfe%20consent%20form.doc>

- 6.2 Although the academy recognises that parental consent is NOT required for the majority of off-site activities, parents will be provided with all appropriate information about the intended visit and provided with the opportunity to give or withdrawn their consent for the trip.
- 6.3 Consent **is** needed for all visits organised by establishments other than the academy.
- 6.4 Consent **is** needed by schools for visits taking place outside of school hours and also for activities taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as involving a long journey or adventure activity.

6.5 Consent should be given via the parent pay website for all trips, whether there is a payment required. In cases where consent cannot be given via parent pay, it may be recorded on paper (one-off or specific consent forms, tear-of slips on letters) or email.

## 7. Visits and Staffing

(See Appendix 5: [www.oeapng.info](http://www.oeapng.info) 3.3e-Visit-Leader-Check-List)

7.1 The visit leader must recognise that whilst leading the visit, he or she is in effect representing the headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

7.2 The key requirements for the visit leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. Training is available to visit leaders through the EVC or via Juniper (online portal)

7.3 Visit leaders must be familiar with the appropriate guidance for off-site activities from OEAP. Additional guidance may be found in:

- [Health & Safety on Educational Visits](#) (DfE, Nov 2018)

7.4 Visit leaders will consult the academy and LA's documentations detailing procedures and requirements, including guidance on emergency planning and Crisis Line organisation, and must draw up a visit plan which records in writing (including standard forms, where appropriate) the arrangements that have been made.

7.5 The visit plan for intended off-site visits must include the following:

- risk assessment;
- report on preliminary visit;
- applications for approval of visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;

- guidance for the emergency contact and head of school;
- medical questionnaire returns;
- first aiders and first-aid boxes (NB: EYFS must have a qualified paediatric trained first aider on the visit)

7.6 It is the responsibility of the visit leader to carry out risk assessment / risk management for the visit. (For risk assessment guidance see [www.oeapng.info](http://www.oeapng.info) 4.3c, f and g - Risk Management)

The risk assessment will assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

If the venue for the visit has its own risk assessments in place, these should be reviewed and taken into consideration when planning the school trip.

Risk assessments must be signed off by the head of school, or in their absence an assistant headteacher.

7.7 Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions, and these assessments may be adopted if it is impractical for the group leader to experience the activity beforehand, or if they lack the skills required to make informed judgements about the risks it may involve. Approval will not be given for the visit unless the EVC, headteacher or LA, where required, is satisfied with the venue, its instructors and their risk assessment procedures.

7.8 It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, and the visit plan must state both the extent of any risks involved, and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the academy, and should be built into the overall financial arrangements for the visit itself.

7.9 There are no prescribed adult : child ratios for off-site visits. Visit leaders should risk assess the group to ensure effective supervision considering:

- The nature and duration of the visit and the planned activities



- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical emotional and educational)
- Staff competence
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time

From April 2017, the Early Years Foundation Stage Statutory Framework no longer set out different requirements for minimum ratios during outings from those required onsite although the appropriate ratio is always likely to be higher than the legal minimum (1 : 8 or 1 : 13 in Early Years Setting, 1 : 30 in reception)

Some guidance documents do set out ratios, such as those below however these should be considered as a starting point for consideration rather than definite:

- 1 adult to between 10 and 15 pupils in Years 4 to 6;
- 1 adult to 6 pupils in Years 1 to 3;
- 1 adult to 3 pupils in Early Years.

Where there is only 1 leader on a visit, or on a particular activity during a visit then the young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases.

- 7.9 A risk assessment must also cover transport to and from the venue. The coach company used by the academy on a regular basis has provided a letter detailing all the health and safety measures it routinely takes, including:
- the provision and required use of seat belts
  - proper vetting of the driver by the police
  - proper insurance for the driver
  - details of first aid and emergency equipment
  - coach breakdown procedures
- 7.10 The visit leader will double-check that all adults helping to supervise the trip have been subjected to the necessary safeguarding checks. All helpers must have completed the Volunteers Application Pack and be registered on the Single Central Record (SCR). Volunteers should be suitably competent to carry out their role and be briefed appropriately about relevant establishment procedures so as to be able to carry out the duties they are assigned. Further guidance is available from OEAP National Guidance ([www.oeapng.info/](http://www.oeapng.info/) 3.4m Helper 4.4o Volunteers).
- 7.11 A copy of the completed risk assessment will be given to the head of school, the LA (via EVOLVE), our educational visits coordinator, and all adults

supervising the trip. They will also be available to our local governing body to monitor.

- 7.12 Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the academy, the party leader should discuss with the headteacher the possibility of excluding that child from the activity.

## **8. First Aid**

([www.oepng.info/](http://www.oepng.info/) 4.4b First Aid and 4.4d Medication)

- 8.1 The provision of first aid during off-site visits and activities should be considered by the visit leader as part of the risk-benefit assessment and planning process of any visit. The assessment should take into account
- The nature of the activity
  - The nature of the group
  - The likely injuries associated with the activity
  - The extent to which the group will be isolated from the support of the emergency services in terms of response time and distance.
- 8.2 A qualified first aider may not be necessary for all off-site visits or activities. However, a basic level of first aid support must be available at all time. This mean that one or more member of staff leading the activity
- Has a working knowledge of simple first aid and is competent to use the first aid kit carried with the group
  - Knows how to access, and is able to access, qualified first aid support.
- 8.3 It is a statutory requirement that at least one person who has a current paediatric first aid certificate and sufficient understanding and use of English to summon help in an emergency accompanies outings involving children in the Early Years Foundation Stage (EYFS).
- 8.4 Visit leaders must consider the needs of children with medical conditions and ensure that where a child at known risk accompanies an off-site visit that their appropriate emergency medication is available, i.e. salbutamol inhaler, auto-injector. The academy does not currently hold 'spare' medication.
- 8.5 Medication will only be administered in line with the trust's policy on the Administration of Medicines and Management of Children's Illnesses.

## **9. The Visit**

### **9.1 On the day**

Leave in the academy office:

- an amended list of children present and going on visit.
- a copy of all participant's emergency contact details.
- full list of escorts and staff and groups of children for which they are responsible.
- the itinerary for the entire day.

- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of emergency / critical Incident cards given to all leaders.

## 9.2 During the visit

- Young children must be kept in escort's group at all times. With older children close, or even remote supervision, may be acceptable with suitable checks and contingencies in place.
- There should be a system in place to safeguard young people at all times. (E.g. If toileting issues arise, an approach could be not to send children into the toilets on their own but in small groups; If a male escort is not available for the toilets then an escort must check out male toilets)
- Courtesy to the public must be shown at all times, care taken not to block pathways, etc.
- Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.
- Every escort must be given an emergency procedures card. This will have the academy's contact number and action plan in case of an emergency.

## 9.3 On return

- Check all children off the coach and a member of staff must lead the class either into the academy or to an area of playground where children can be collected by parents and a teacher can check them off, thus ensuring that each child departs with known parent or carer.
- A teacher must remain with uncollected children until all parents have arrived and all children have departed.

# 10. Financing the Visit

10.1 The visit leader should initially cost out the proposed trip, ensuring it offers good value for money for the children and parents. The rough costs should be presented to the headteacher when seeking agreement for the trip to proceed. Once the trip has been agreed in principle with the headteacher the full and exact cost should be calculated with the Finance Team and the precise cost to parents agreed.

10.2 The costing of off-site activities should include any of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;
- any refreshments that the academy has opted to pay for.

- 10.3 Funding for off-site activities is provided mainly by parental contributions. When stating the cost for each individual:
- explain where this cost has come from and that the academy would like a voluntary donation from parents to fund the visit. Stipulate the academy's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming the visit may have to be cancelled. State when and how you would like to receive payment. Payments may be made online unless otherwise specified.
  - The timetable for the payment of contributions should allow for the headteacher and the finance team to make a decision about the financial viability of the activity in reasonable time.
- 10.4 This cost should be communicated to parents in the trip letter. For overseas and residential trips that involve coach, plane and accommodation costs a non-refundable deposit should be asked for in the trip letter. The trip leader should make it clear in the letter that the deposit is non-refundable.
- 10.5 Some visits may incur vast amounts of money (example residential visits). A formal approval from the headteacher/ finance team must be sought before deposits paid.
- 10.6 All trips must be properly budgeted for in advance. No trip should seek to make a profit but the budget should cover all costs.

## **11. Insurance**

- 11.1 Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

### **11.2 Personal**

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility, a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

### 11.3 **Indemnity**

Public liability insurance indemnifies the academy against claims for compensation from persons not in its employ. Staff are indemnified against all such claims as are voluntary helpers acting under the direction of staff.

### 11.4 **Insurance Provision**

Teachers should be aware of the academy provision for insurance.  
See: Copy schedule of academy Insurance for off-site visits: Available from the academy office.

## 12. **Transport**

12.1 The academy will only use coaches from suppliers who have been vetted for their Health and Safety arrangements. This includes

- the provision and required use of seat belts;
- proper vetting of the driver by the police;
- proper insurance for the driver;
- details of first aid and emergency equipment;
- breakdown procedures.

12.2 Transport arrangements will allow a seat for each member of the party. It is the academy's policy to only use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

12.3 Where private cars are used for transport, the visit leader is responsible for checking that the driver has a valid driving licence and insurance, and that each driver has completed a Volunteers Application Pack and are recorded on the Single Central Record. Application packs are available from the office.

Further guidance is available from OEAP National Guidance ([www.oeapng.info.pdf](http://www.oeapng.info.pdf) 4.5a-Transport: A general considerations, 4.5c-Transport in private cars, 4.5d – Seat belts and child restraints, 4.5e – Hiring a coach, 4.5f – Checklist: Assessing a coach hire provider)

12.4 Visit Leaders should complete a school trip and transport request form at least 6 weeks prior to the visit date. This will enable the office staff to book transport in good time for the visit.

## 13. **Emergency / Critical Incident Procedures**

- 13.1 The visit leader should familiarise themselves with the OEAP National Guidance. (<http://oeapng.info> 4.1e-Critical-Incident-Management-Employer).
- All leaders must carry the academy's 'Critical Incident Form' (z Cards) – with emergency telephone contacts and action plan should an incident happen.
  - On return, the visit leader must comply with the academy's normal accident reporting procedures.
- 13.2 The visit leader and all adults accompanying the part must be familiar with the academy's emergency procedures for off-site visits (Appendix 4).
- 13.3 There must be a nominated Emergency Contact for all visits, who has access to all the visit details including medical and next-of-kin information for the leaders and the children. This will normally be the academy's telephone number, but where the activity takes place out of academy hours or extends beyond the normal academy day, the home telephone number of a designated emergency contact who is available at all times (24/7) for the duration of the visit. For some visits, such as extended residential, there should be more than one contact nominated in order to ensure 24/7 support.
- 13.4 Emergency contacts must be familiar with and have access to the academy's emergency procedures for off-site visits (Appendix 4) which outlines the action that needs to be taken in an emergency and gives details of others that may need to be contacted as specified on EVOLVE.

## **14. Monitoring and Evaluation**

- 14.1 After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. Visits can be evaluated on EVOLVE. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.
- Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the headteacher and the employer's advisory team.
- (DfE guidance: [Health & Safety on Educational Visits](#) (Nov 2018 Section 7))

## **15. Data Retention**

(<http://oeapng.info> 6d: [Retention of documents](#) )

- 15.1 All records containing personal data must be processed in compliance with the Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR). This means
- They must be kept securely
  - There must be a clear reason for keeping them
  - They must not be kept longer than is strictly necessary
- 15.2 Visit leaders must follow the trust's guidance on processing and retention of personal data as outlined in the Data Protection policy and Data Retention

policy. It is trust policy to retain personal data collected for an off-site visit only until the visit or period for which it is valid has ended. Where there has been an accident or incident, this will be extended taking into account the Limitation Act 1980.

- 15.3 Where information is taken on a visit, personal data such as medical information must be kept securely, irrespective of how the data is shared or carried.

## 16. Equal Opportunity

- 16.1 Visits should be designed to ensure that as far as possible all pupils have access to the educational opportunities they offer. Visits that are essential for curriculum development and/or enrich the experience of pupils are offered to all of the appropriate groups.
- 16.2 Visits that are not curriculum related such as sporting events, outdoor pursuits or group social trips must be offered to all pupils in the target group though the academy may need to specify particular requirements in terms of skills, maturity or sporting ability for example.
- 16.3 Approval is not given for curriculum visits which
- inappropriately draw distinction between pupils
  - inappropriately impact adversely pupils with protected characteristics under the equality Act 2010
  - do not comply with the trust's equality policy
  - would have a negative impact on the education of those pupils who remain in school.

## 17. Review

This policy is will be reviewed every two years, or before if necessary.

## 18. Linked Policies

- Child Protection Policy
- Safeguarding Policy
- Inclusion policy
- Volunteers Policy (includes Code of Conduct for Volunteers)
- Charging & Remission Policy
- Health, Safety and Welfare Policy
- Lost Child and Missing Child Procedures Policy

## 19. Document Version Control

Version	Date Issued	Author	Update Information
	2018	D Tatlow	
2021-1	February 2021	K Ellwood	Existing policy reviewed to bring into line with the ECC Model template and to reflect the MAT. Amendments included the inclusion of links to the relevant sections

			<p>within the OEAP National Guidance as well as</p> <ul style="list-style-type: none"> <li>• Appendix 1: inclusion of the local visit operating procedure for Bocking detailing scope and requirements for the extended learning locality.</li> <li>• Section 4.3: clarification of the safeguarding checks required for accompanying adults (volunteers)</li> <li>• Section 7: Clarification of the definition of competency for a visit leader and their responsibility.</li> <li>• Section 8: Inclusion of the need for first aid considerations</li> <li>• Section 10: Clarification of costing considerations and communication required.</li> <li>• Section 12: Clarification of the policy on transport use, including the use of private cars.</li> <li>• Section 13: Clarification on use of emergency contacts and their availability</li> <li>• Sections 15 and 16: Inclusion of the school's policy on data protection and equal opportunity.</li> </ul>
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## **Appendix 1: Extended Learning Locality**

**Local Visit Area Operating Procedure for Bocking Primary = School**  
Extended Learning Locality – This Local Operating Procedure forms part of the academy’s off-site visits policy and should be followed for all low risk, local area learning outside the classroom activity.

### **Boundaries**

The boundaries of the locality are shown on the map below. This area includes the following frequently used venues: e.g.

[List the areas you would allow staff to visit with a verbal consent from the EVC – i.e.

- Bocking Windmill
- St Mary’s Church
- Bocking Sports Ground - sporting fixtures
- Local schools
- Bocking local estate
- Local fields

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

### **Operating Procedure for Extended Learning Locality**

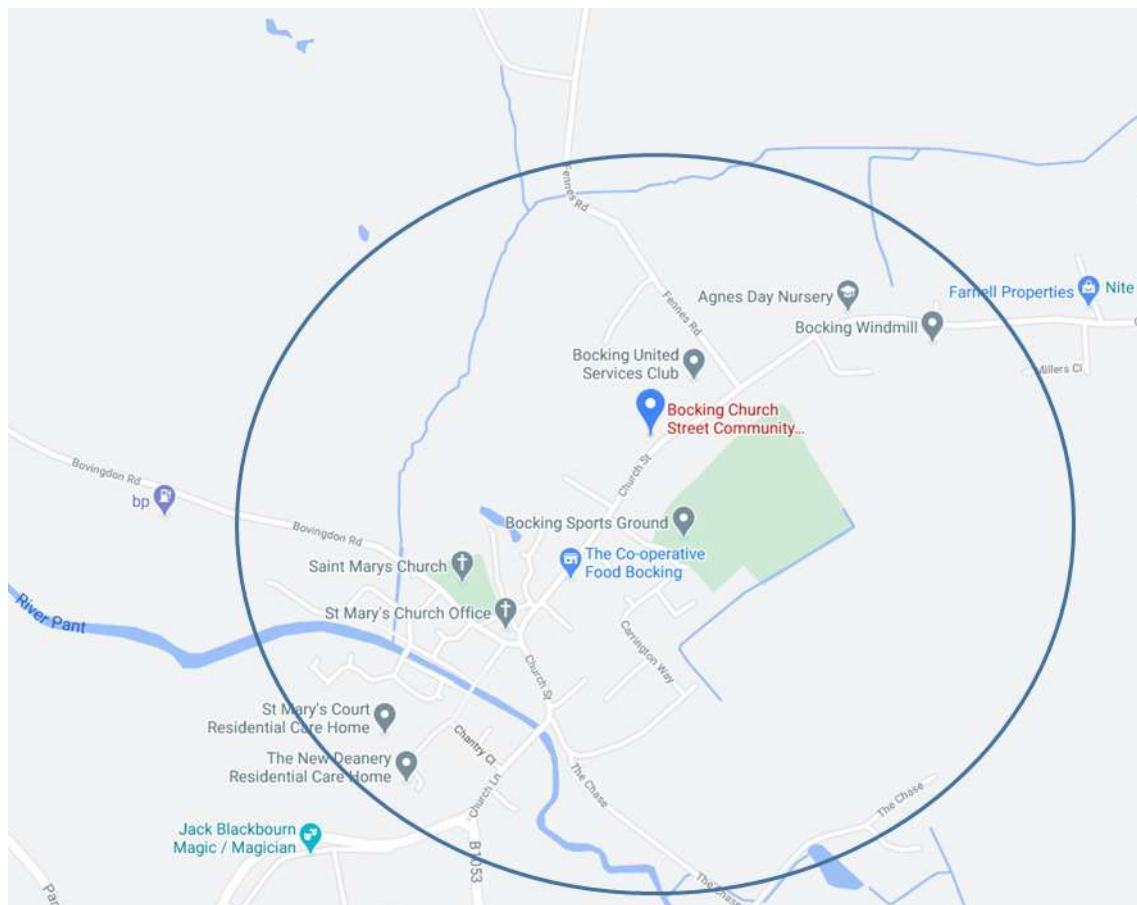
**The following are potentially significant issues/hazards within our extended locality:**

- 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.).
- Water hazards, such as streams and rivers

**These are managed by a combination of the following:**

- The head of school, assistant headteachers or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and operating procedure of the ‘Extended learning locality’ is explained to all new parents when their child joins the academy.
- There will normally be a minimum of two adults however this may be relaxed depending on the location and nature of the visit and the number and ages of the children.

- The procedure will only cover trips where transportation is walking or parental responsibility. **Trips requiring a coach are not covered by this procedure.**
- Parents will be informed of the trip beforehand.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Staff are familiar with the academy's emergency procedures, including the Lost Child and Missing Child procedures.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving academy.
- 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.
- An academy mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).



Boundaries of the locality: Trips within these boundaries are restricted as described in the above procedures.



## BOCKING PRIMARY SCHOOL

Be respectful Be Ready Be resilient Be Responsible  
Be Resourceful Be Reflective Be Remarkable

### Appendix 2: Risk Assessment template Generic and Site/Person Specific Risk Assessment

#### Generic Risk Assessment for Off-Site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment

Location of visit:

Purpose of visit:

How will pupils reach location?

<b>1. Significant Hazards and Identification of Risks:</b> <i>Those hazards and risks that may result in serious harm or affect several people</i>	<b>2. Control measures to lessen hazard</b> <i>Controls, including relevant sources of guidance</i>

Additional Information:

Assessed by:  
Position:

Signed:  
Date Assessed:

**Approval**

Signed:

Date:

Position:

Reviewed By:					
Date:					
Signed:					



## BOCKING PRIMARY SCHOOL

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### Risk / Benefit Assessment

<b>Generic Benefits</b>	<b>Specific Outcomes</b>
<b>Generic Benefits</b>	<b>Specific Outcomes</b>

Specific Activity	Possible Problems / Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems / issues	Decision / Comments / Actions

**Appendix 3: Signing-out sheet for ad-hoc activities in the school locality,  
where the school policy addresses the generic risk management issues.**

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (e.g. pupil medical/behavioural needs)	

## **Appendix 4: Emergency Procedures for Off-Site Visits**

### **1. Guidance notes**

- 1.1 The senior leadership team has agreed the attached procedure if there is a serious incident or accident on an academy trip.
- 1.2 The main element is to ensure that there is a swift and appropriate response in the unfortunate event of a serious incident and all staff taking trips or holding a senior position back at base are asked to keep them in mind at all times.
- 1.3 Should the academy be notified of an incident, the contacted member of the senior leadership team will decide whether a staff presence is required at the location.
- 1.4 The head of school, or in their absence the assistant headteacher, will remain at the academy to deal with enquiries, the press and so on, whilst the remaining members of the team will need to be available to run the academy, organise counselling, etc.
- 1.5 It is important that the pupils are made aware of what to do in the case of emergency and if something makes the member of staff unable to react. On return from a trip, the office should be informed of the safe arrival of the party.

### **2. ACADEMY TRIP EMERGENCY PROCEDURES**

- 2.1 Who will take charge in an emergency?
  1. The visit leader with the academy party would usually take charge in an emergency. The visit leader would need to ensure that emergency procedures are in place and that back up cover is arranged. The visit leader should liaise with the representative of the tour operator if one is being used.
  2. The visit leader would communicate with the designated contact in the academy for the academy party. The academy contact's main responsibility is to link the group with the head of school, senior staff and the parents. Designated academy contacts are assigned for every off-site trip and the named person(s) should have all the necessary information about the visit.
- 2.2 **The Group Leader: What to do in an Emergency.**

If an emergency occurs on an academy visit the following points need to be considered.

  - Establish the nature and extent of the emergency as quickly as possible
  - Make sure that all other members of the party are accounted for and safe
  - Establish the names of any casualties and the extent of their injuries. If you have been trained, or feel capable, administer first aid – but be aware

of the consequences that might follow were you to give the incorrect treatment.

- Summon the relevant emergency services
- Ensure that all the group are safe and looked after
- Ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures.
- Ensure that a member of staff from the party accompanies pupil(s) to hospital.
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base.
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
- Notify the police if necessary
- Inform the academy contact. The academy contact number should be accessible at all times during the visit.
- Details of the incident need to be passed on to academy should include; nature, date and time of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- Control access to telephones and social media until contact is made with the Head of School, Assistant Headteacher or other designated academy contact and until they have had time to contact those directly involved.
- Notify insurers, especially if medical assistance is required (the academy contact can be used to do this)
- Ascertain telephone numbers for future calls. Identify alternative numbers in case telephone numbers become jammed. Mobiles may be subject to technical difficulties and should not replace usual communication procedures
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence. Keep a written account of all events, times and contacts after the incident. All accident forms should be completed
- No-one in the group should speak to the media. Names of those involved should not be given to the media as this could cause distress to families. Media enquiries should be referred to a designated media contact in the academy.
- No-one in the group should discuss legal liability with other parties

### **2.3 Emergency procedures for academy contact**

- Prior to the visit, the name and academy/home/mobile telephone numbers of an academy **contact** should be identified. It is advisable to arrange a second academy contact as a reserve.
- The headteacher and visit leader should bear in mind that the contact line may become busy in the event of an incident and that alternative numbers to ring would be useful.



If an emergency occurs the main considerations for the academy **contact** to consider include:

- Ensuring the visit leader is in control of the emergency and establishing if any assistance is required from the academy base.
- Contacting the headteacher / assistant headteacher and liaising with them.
- It is a priority that the headteacher / assistant headteacher or academy **contact** speak personally to the parents of any pupil who has suffered injury or mishap.
- Contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The academy **contact** should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of an emergency. Contact must be established even though with modern technology news may already have broken.
- The academy **contact** should act as a link between the group and the headteacher / assistant headteacher
- Head of school / SLT meeting and arrange for the group to receive assistance if necessary. The headteacher will contact the chair of local governors and CEO.
- A full record of the incident must be kept.
- If a serious incident occurs, the academy **contact** should liaise with the designated media contact (chief executive officer / headteacher/ assistant headteacher / chair of local governors) as soon as possible. In the event of an emergency all media enquiries should be referred to the media contact. The name or names of any casualties should not be given to the media and legal liability should not be discussed or admitted.

Should parents be non-contactable:

All parents have filled out a consent form on which permission has been granted in the event of a medical emergency for their child to be transferred to an acute NHS facility and to receive such emergency treatments as deemed fit by the medical staff looking after them.

#### **After a serious incident occurs**

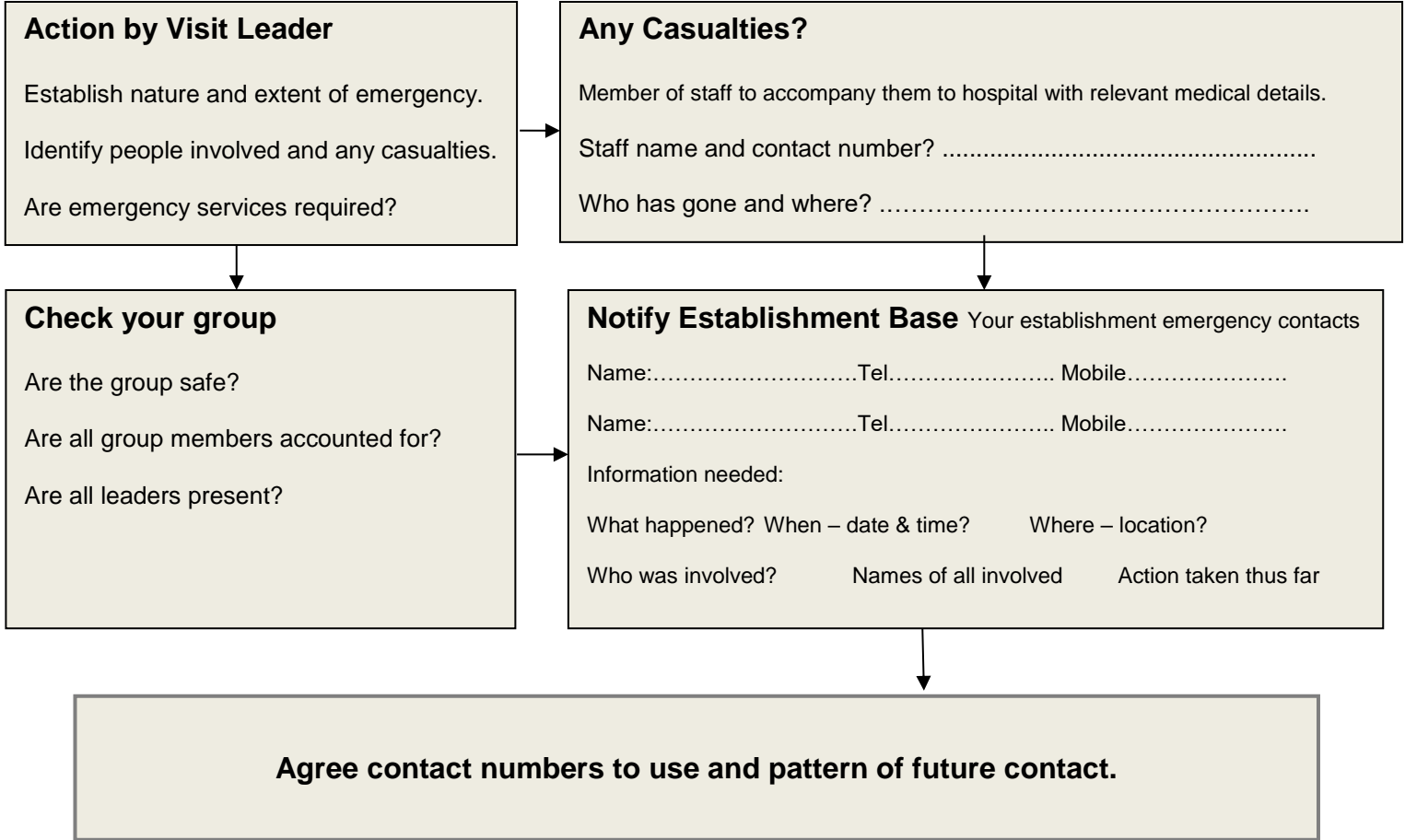
It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the academy have been affected.

In some cases reactions do not come to light immediately. Schools in this situation have found it helpful to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.

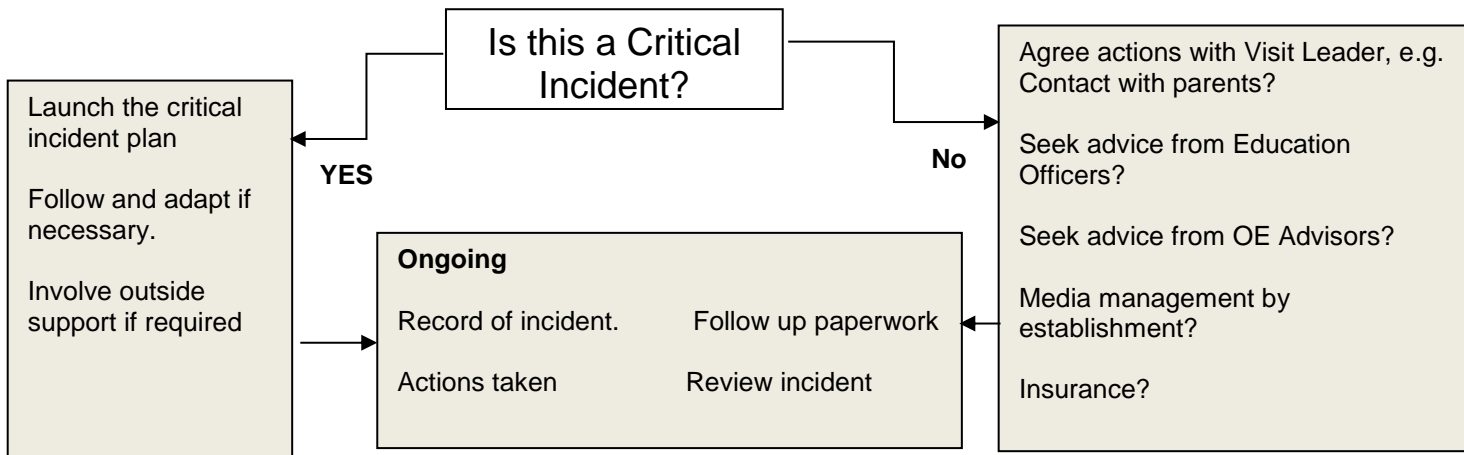
The emergency procedures are summarised in the attached scheme.

# EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



## Action by Establishment



## Appendix 5: OEPAG National Guidance Visit Leader Checklist



National  
Guidance

<http://oeppag.info>

### Visit Leader Check List

This checklist is designed as a final check on planning, or as a review tool for regular visits. The relevance of some of the points and the complexity of the responses are dependent on the nature of a particular visit. For each of the following bullet points further information about good practice can be found elsewhere in this guidance.

- The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance with an acceptable level of residual risk.
- The visit plan has involved leaders and helpers before the visit and they are clear about what they are expected **to do** in order to manage the risks.

#### Content and Aims

- There are clear and well-considered learning objectives that are particular to the development of the group as a whole and individuals within it, which contribute to the wider curriculum or ethos of the establishment.
- Monitoring and post activity/visit review and evaluation arrangements are in place.

The process has led to a visit plan addressing the following variables:

#### Staffing

- I am clearly identified as the Visit Leader and approved by the establishment.
- All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role.
- There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.
- All members of the Visit Leadership Team have received all relevant information on both the visit and the group.
- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my EVC informed during the planning process.

#### Activities

- Activities are appropriate to the objectives of the visit and the nature of the participants.
- Appropriately competent activity leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities.

3.3e February 2016

## Appendix 6: OEAP National Guidance on Coronavirus



National  
Guidance  
[oeapng.info](http://oeapng.info)

4.4k Coronavirus

Page 1 of 6

Good Practice folder

### Coronavirus

This document provides guidance for planning and managing outdoor learning, off-site visits and learning outside the classroom during the Coronavirus (COVID-19) pandemic. It must be read within the context of current government guidance, which is likely to change as the situation develops.

You must also follow any guidance issued by your employer.

### The Importance of Outdoor Learning during the Pandemic

Learning outdoors has many educational and health benefits in normal times. In addition, during the pandemic:

- The risk of infection is reduced outdoors;
- 'Social distancing' is often easier to maintain outside;
- Being outdoors in natural settings has a positive impact on mental health and well-being.

Research commissioned by Natural England has found that coronavirus has had a negative impact on children's mental health and wellbeing, and demonstrates the positive role of nature in supporting children's well-being:

[www.gov.uk/government/publications/the-people-and-nature-survey-for-england-child-data-wave-1-experimental-statistics/the-people-and-nature-survey-for-england-childrens-survey-experimental-statistics](http://www.gov.uk/government/publications/the-people-and-nature-survey-for-england-child-data-wave-1-experimental-statistics/the-people-and-nature-survey-for-england-childrens-survey-experimental-statistics).

Establishments should therefore consider how they can maximise the amount of time that children and young people spend outdoors.

### Government Guidance

It is essential that current government guidance is followed. It should therefore be monitored for any changes.

If you are planning a visit to a different country in the UK (England, Wales, Scotland or Northern Ireland), you should check current government guidance for that country, as well as for your own country.

The latest government advice and information about Coronavirus is available at:

[www.gov.uk/coronavirus](http://www.gov.uk/coronavirus) (England);

<https://gov.wales/coronavirus> (Wales);

[www.gov.scot/collections/coronavirus-covid-19-guidance](http://www.gov.scot/collections/coronavirus-covid-19-guidance) (Scotland);

<https://www.nidirect.gov.uk/campaigns/coronavirus-covid-19> (Northern Ireland).

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