

# **Educational Visits Policy**

## **Smith's Wood Academy**

### **Part of Fairfax Multi-Academy Trust**

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<b>Date Ratified:</b>	<b>September 2020</b>
<b>Review Date:</b>	<b>September 2021</b>

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## 1. Introduction

The Academy believes that educational visits are a valuable form of curriculum enrichment which can make a substantial contribution to students' learning as well as to their personal and social development.

Smith's Wood Academy follows the guidance of FMAT and Shapestone Outdoor Consultancy Ltd for the Management of Educational Visits. OEAP National Guidance must be followed:

<https://oeapng.info/>

Staff who organise Academy educational visits must do so in accordance with this policy

## 2. Overview

Smith's Wood Academy uses 'Evolve' to manage educational visits and activities. This policy is based upon this trip management system and the Smith's Wood Academy Health and Safety policy.

## 3. Aims

- To develop and promote a culture of health and safety and sound management in the organisation of visits.
- To encourage the use of visits to extend the learning opportunities of students

## 4. Objectives

Organisers of individual trips must generate their own aims and objectives, but the following general principles apply. All trips to:

- Have a clear and stated educational purpose
- Be related to the age and aptitude of the participants
- Be organised and conducted within the framework of Evolve.

## 5. Responsibilities of Governors/FMAT

The governing body/FMAT should ensure that all visits and journeys are approved:

- To ensure that the visit has a specific and stated objective;
- To ensure that proposals comply with regulations and guidelines.

Responsibility may be delegated to the Principal where the proposed visit is a repeat of one previously approved by the governing body/FMAT. The following conditions apply:

- The visit is within the United Kingdom
- The visit is non-residential
- No significant changes have been made to the itinerary since the previous trip

## **6. Responsibilities of the Principal**

The Principal should:

- Ensure that visits comply with regulations and guidelines;
- Ensure that the group leader is competent to lead the activity and to monitor the risks during the activity and that the team is suitably balanced (see **Staffing** below);
- Be clear about their own role if taking part in the activity as a team member – they should follow the instructions of the group leader who will have sole charge of the visit.

## **7. Responsibilities of the Team Leader**

One teacher, the Team Leader, shall have overall responsibility for the supervision and conduct of the visit and shall have regard to the health and safety of the group.

## **8. Responsibilities of all supervisory teachers**

- Teachers on school-led visits act as employees of FMAT, whether the visit takes place within normal school hours or outside those hours, by agreement with the head teacher and governors.
- Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. The drinking of alcohol (or the use of recreational drugs) is not permitted at any point when staff are responsible for supervising students – that is, at no time on a trip or visit.
- Teachers and all other adults assisting the Team Leader must consent and agree that the Team Leader has full authority to reasonably direct their supervision of the students.
- When abroad, teachers should abide by all laws and be aware that there may be local customs that should be considered.

## 9. Principal's responsibilities

The Principal's should ensure that:

- adequate child protection procedures are in place
- all necessary actions have been completed before the visit begins
- a risk assessment has been completed and appropriate safety measures and emergency procedures are in place
- training needs have been assessed by a competent person and the needs of the staff and students have been considered
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively
- The group leader or another teacher/instructor is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place.
- group leaders are allowed sufficient time to organise visits properly
- non-teacher supervisors on the visit are appropriate people to supervise children
- ratio of supervisors to students is appropriate
- the LEA and governing body has approved the visit, if appropriate
- parents have signed consent forms
- arrangements have been made for the medical needs and special educational needs of all the students
- adequate first-aid provision will be available
- the mode of transport is appropriate
- travel times out and back are known, including pick-up and drop-off points
- there is adequate insurance cover
- the school has: the address and phone number of the visit's venue; a contact name; details of companies providing transport, including flight numbers
- a school contact has been nominated and the group leader has details
- the group leader, supervisors and nominated school contact have a copy of the emergency procedures
- the group leader, supervisors and nominated school contact have the names of all the adults and students travelling in the group and the contact details of parents and the teachers' and other supervisors' next of kin

- there is a contingency plan for any delays including a late return home
- the financial and cash handling aspects of the trip are delegated to the Finance Manager

## **10. Team leader's responsibilities**

The team leader must:

- obtain the Principal's prior consent
- follow FMAT policies
- appoint a deputy
- clearly define each group supervisor's role and ensure all tasks have been assigned
- be able to control and lead students of the relevant age range
- where tuition is given by school staff, be suitably competent to instruct students in an activity
- where tuition is given by external provider, ensure that their competency has been demonstrated
- wherever possible, be familiar with the location/centre where the activity will take place\*
- be aware of child protection issues
- ensure that adequate first-aid provision will be available
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- undertake and complete a comprehensive risk assessment
- review regularly undertaken visits/activities and advise the head teacher where adjustments may be necessary
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves
- have enough information on the students to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- ensure the ratio of supervisors to students is appropriate for the needs of the group (see section 8.2 of main policy)

- consider stopping the visit if the risk to the health or safety of the students is unacceptable and have in place procedures for such an eventuality
- ensure that the group supervisors have details of the school contact
- ensure that group supervisors and the school contact have a copy of the emergency procedures
- ensure that the group's supervisors have the details of student's special educational or medical needs which will be necessary for them to carry out their tasks effectively
- observe the guidance set out for teachers and other adults in the main policy (see Section 7 of main policy)
- If, despite sufficient warning, the Team Leader cannot arrange a pre-visit, evidence of risk assessment must be sought from the centre to be visited. Where the location/accommodation is re-arranged with insufficient warning, the Team Leader must complete a risk assessment at the earliest opportunity and take the decision to continue or abandon the visit.

## **11. Trip leader guide to IHCP (Care Plan) procedures at Smith's Wood Academy**

IHCP - Individual Health Care Plan

If the trip is **residential**, trip leader must give **Morgan Wright** significant notice (at least one month) so that meetings with parents, student and any necessary specialist healthcare services may be arranged.

All trips require the trip leader to:

Check the **list** of students for students with IHCP

Check **reply slips** for other medical needs indicated by parents

Check **risk assessment** accurately takes account of students with IHCP

Ensure **all staff** on the trip are fully aware of what constitutes an emergency for students with IHCP on the trip

Give **Morgan Wright at least one week notice** to prepare for the trip leader: IHCP medication, copy of care plan, green medical alert card and 'administration of medicine' recording sheet

**Collect from Morgan Wright** on the **morning** of the trip: IHCP medication, copy of care plan, green medical alert card and 'administration of medicine' recording sheet

**Return to Morgan Wright immediately following** the trip: IHCP medication, copy of care plan, green medical alert card and 'administration of medicine' recording sheet

## 12. Staffing

The organisation of and participation in trips is a voluntary activity. Within that context, FMAT views such activities as staff development and require all staff involved to receive appropriate training.

ALL members of the team should have a role in the prior organisation of the trip and in the running of the activity itself. General supervision is not enough.

There is no legal ratio for the staffing of trips, but the following national guidelines have been adopted:

UK based day visits to historical sites, museums etc. **1 adult:15/20 students**

UK residential trip **1 adult:10 students**

Residential visits and trips abroad **1 adult:10 students plus 1 other**

A minimum of two members of the staff must form part of the team. An non-teaching adult can be the group leader for a trip with under 20 students (dependent on experience and suitability), but if 20+ students attend, then 2 members of staff are required and one of these should be a teacher

Requirements for further adult supervision can be met by using non-teaching staff, governors, parents and volunteers. Anyone who has not had a criminal conviction check, however, should never be left in sole charge of students.

A great many other factors may have to be considered, including for example, the nature of the activities, or the behaviour of students. These factors may mean an increase in the staff/student ratio referred to above.

In terms of gender and experience a balance in the staffing is essential on all trips whether day visits or residential, but in the latter case, further requirements apply. **The Principal must formally approve all staffing of residential trips.**

Trips requiring only **2 staff** members shall be designated as follows:

Staff 1 – Team Leader

Staff 2 – Deputy Leader

One or other of the above staff must have been Team Leader on a previous trip. If it is the current TL the Deputy must be in training to become TL in the future.

Trips requiring **3 staff** : Staff 1 & 2 as above Staff 3 – Previous experience essential



On a trip with a large number of students the potential is high for two staff to be involved in an incident. It is important that in this case another experienced member of staff is on hand.

Trips requiring **4 staff** or more: Staff 1 - 3 as above. Staff 4 – Previously inexperienced

Whilst Team leaders need to be comfortable with the staffing of the trip in terms of group dynamics, there should be an acceptance that, between one year and the next, staffing will change to allow for professional development.

8.4 NQT staff would not normally be asked to take part in a foreign residential trip.

8.5 Organisers and leaders of school trips must be able to demonstrate that the trip represents best value in achieving the written aims. Consideration of best value must include the responsibilities for safety and supervision.

### **13. Equal Opportunities**

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational needs, ethnic origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible.

### **14. Health and Safety**

All staff planning a school visit must follow Evolve procedures.

All staff planning to run a school trip or visit must be suitably experienced. For overnight stays and dangerous activities, staff must have been a participating member of a similar visit before being allowed to lead such a visit. For all visits where the member of staff is leading a group for the first time, a more experienced member of staff must be present.

All volunteers and parents accompanying trips must be DBS checked

Trip leader to arrange at least one meeting to brief parents/guardians of participating students on Residential and Foreign trips

Health and Safety issues are paramount in decisions regarding a student's participation in a trip. A student will not be allowed to participate in a trip or in a specific activity within a trip if the proposed activity poses too great a risk to that particular student's well-being.

Poor behaviour by students poses a health and safety risk both to that student and to other participants on the trip.

Students may be refused a place on a trip if a history of previous poor behaviour in college gives cause for concern. Alternatively, students may be offered a place conditional on improvement in behaviour.

A student may have their offer of a place rescinded in the event of a serious misdemeanour in the period leading up to the trip. In such cases it may not be possible to refund any monies which have been paid in advance to tour operators or to secure transport and accommodation.

Students who misbehave during a visit may be banned from future trips for a fixed period of time.

In the event of a serious misdemeanour whilst on the trip, the college reserves the right to ask parents to collect their child or to send the child home at parental expense. There may be unique factors not covered in the above categories which affect a student's eligibility for a trip. Such cases will be discussed with individual families.

The trip organiser carries out risk assessments.

The decision regarding a student's participation in a trip should be made by the trip organiser in conjunction with the Principal or the student's Excellence Leader. Where the trip organiser wishes to make a conditional offer of a place, the conditions and time-scale for decision making must be clearly communicated to parents together with any financial implications of a subsequent withdrawal.

## 15. Risk Assessment

Making risk assessments in the workplace is covered by the *Management of Health and Safety Regulations 1999*. There is no law about how risk assessments should be done or recorded, although the HSE has issued [guidance](#) on these.

Although some risks cannot be prevented, you should always look to eliminate a risk where it is possible. Controlling risks that cannot be prevented should be focused on doing what is “reasonably practicable”, with the aim to protect anyone likely to come into contact with the risk. No risk is averted by the amount of writing in a risk assessment. Be brief and to the point. For guidance on using the risk assessment, see table and explanations below.

<b>ACTIVITIES:</b> (What will you be doing and with whom?)								
<b>DATE OF RISK ASSESSMENT:</b>				<b>Date completed:</b>		<b>Date to be reviewed:</b>		
						(Max timeframe 1 year)		
<b>STAFFING:</b> (Staff deployment, responsibilities, expertise, etc.)								
<b>Aspects to Consider</b> (List only actual hazards/issues related to planned activities)	<b>Who is Affected/What Might Happen?</b> (Staff, students, visitors etc.)	<b>Inherent Likelihood &amp; Severity</b> (See table at end of doc)	<b>Inherent Risk Score</b> (Likelihood X Severity)	<b>Control Measures</b> How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear /gloves)	<b>Are Control Measures in Place? If Not Who Will Implement?</b> (Staff member names or job roles)	<b>Remaining Likelihood &amp; Severity</b> (See table below)	<b>Residual Risk Score</b> (Likelihood X Severity)	<b>When Done &amp; By Whom?</b>

Hazard 1:								
Hazard 2:								
Hazard 3:								
Hazard 4:								
Hazard 5:								
Hazard 6:								
<b>Responsible person name:</b>				<b>Signature:</b>			<b>Date:</b>	
<b>SMT/SLT name:</b>				<b>Signature:</b>			<b>Date:</b>	

Please rate the **Risk Severity** and the **Risk Likelihood** using the below table both before and after the Control Measures.

		Risk Likelihood				
Risk Severity	Total Risk calculation table	1: Near impossible	2: Unlikely	3: Notable chance	4: Likely	5: Almost certain
	1: Insignificant	1	2	3	4	5
	2: Minor injuries	2	4	6	8	10
	3: Notable injuries	3	6	9	12	15
	4: Major injuries	4	8	12	16	20
	5: Fatal	5	10	15	20	25

**Likelihood and severity** form a ratio created by taking the number affixed to the relevant level of each in the white box – for example a “near impossible” risk likelihood and “minor injuries” risk severity would form a ratio of 1:2. These figures are then multiplied to form the inherent risk score, in this case 2.

Repeat this process to ascertain your **remaining likelihood and severity** after control measures and then multiply the ratio to find your residual risk score.

### Risk Rating Calculation

$$\text{Total Risk} = \text{Remaining Risk Severity} \times \text{Remaining Risk Likelihood}$$

A **Total Risk** score of **1-9** should mean you are safe to undertake the activity as long as the required control measures are in place throughout.

A **Total Risk** score of **9-12** should mean you reconsider control measures, method or even necessity of activity before undertaking it.

A **Total Risk** score of **13-25** should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.

#### Please Also Note

- All risk assessments should be approved and signed by SMT/SLT/line management as appropriate.
- All accidents and incidents must be recorded in line with the school/academy’s policy.
- Also report near misses – not just accidents or incidents.