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Chair of Governors	<i>Liz Bailey</i>
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Next review	11/11/2023

## 1. AIMS & PURPOSES OF EDUCATIONAL VISITS

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1.1 Brent Knoll School has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises by the use of carefully planned educational visits. This is part of the school's required role to provide a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life.

### 1.2 We believe that:

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. These, often the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa. Learning outside the classroom is about raising achievement through an approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn.

1.3 Each year the school will arrange a number of activities that take place off the school site and/or out of school hours. The Governing Body has given its approval to the following types of activities arranged in support of the educational aims of the school: Out of hours clubs, regular local visits, day visits for particular year groups and classes and residential school journeys.

1.4 Brent Knoll School complies with the London Borough of Lewisham's guidance "There and Back Again" and with the DfE's "Health and Safety of Children on Educational Visits".

### 1.5 Legal Requirement

Under the Health & Safety at Work Act 1974 The Head Teacher has a duty to ensure, so far as is reasonably practicable, the health and safety of anyone on the school premises this also includes pupils on off site visits.

1.6 The Management of Health and Safety at Work Regulations 1992 require risk assessments to be undertaken to identify any risks that employees, pupils and others may be exposed to and to ensure that appropriate control measures are applied to protect their health and safety.

1.7 There are long established and important common law requirements for those acting in "loco parentis" to exercise the same care as would a reasonable parent. In the case of pupils on educational visits, this role is carried-out by the accompanying teachers and support staff.

## 2. ROLES & RESPONSIBILITIES

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### 2.1 Head Teacher & Governing Body

The Governing body will satisfy themselves that risk assessments have been carried out, that appropriate safety measures are in place and that any training needs have been addressed.

The Head Teacher will:

- ensure that the visit has a specific and stated objective
- ensure that the group leader shows how their plans comply with regulations and any specific guidelines, including the school's health and safety policy document and that the group leader reports back after the visit
- ensure that they are informed about less routine visits well in advance for example residential and trips abroad

### 2.2 Educational Visits Co Ordinator (EVC)

The EVC will ensure that:

- the group leader is competent to monitor the risks throughout the visit
- adequate safeguarding procedures are in place
- all necessary actions and checks have been completed before the visit begins
- the risk assessment has been completed and appropriate safety measures are in place
- training needs have been assessed by a competent person and the needs of the staff and all the pupils have been considered
- the group leader has experience in supervising that age group
- supervision ratio is appropriate
- volunteers and parents are suitable people to supervise pupils
- all parents / carers have given consent
- arrangements have been made for any medical or special education needs of all pupils
- adequate first aid provision is available
- travel times leaving and returning are known
- the mode of transport is appropriate
- full contact details of the venue are available including a contact name
- an agreed emergency procedure is available to issue to all teachers and supervising persons
- a list of all the names and contact details of all adults and pupils on the trip has undertaken

### 2.3 The Group Leader

One teacher, the group leader, will have overall responsibility for the supervision and conduct of the visit and will have regard to the health and safety of the group. The group leader will have been approved by the headteacher. The group leader will:

- obtain the Head Teacher prior agreement before any off-site visit takes place
- appoint a deputy
- clearly define each group supervisor's role and ensure all tasks have been assigned
- be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place.
- be aware of safeguarding procedures during the visit
- 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, parents, carers
- undertake and complete a comprehensive risk assessment
- ensure the risk assessment has been signed off by the EVC

- feedback to the Head teacher and the EVC after the visit
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves
- have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- ensure the ratio of supervisors to pupils is appropriate for the needs of the group
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an
- eventuality
- ensure that 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 teacher and other supervisors have the details of pupils' special educational or medical needs which
- will be necessary for them to carry out their tasks effectively
- ensure there is a contingency plan for any delays including a late return home

#### 2.4 Adult Volunteers

Adults (non-school staff) on the visit will be clear about their roles and responsibilities during the visit.

Adults (non-school staff) acting as supervisors must:

- do their best to ensure the health and safety of everyone in the group
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- follow the instructions of the group leader and teacher supervisors and help with control and discipline
- speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit

### Appendix 1 - Educational visit summary flow chart

#### 3. RISK ASSESSMENT

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- 3.1 A formal assessment of the risks that might be met by pupils and adults during the visit and on the journey there and back should be undertaken and control measures identified to eliminate or reduce any risks.
- 3.2 Risk Assessment considers the site and its environment, the group, the individual pupils, the activity and the leaders
- 3.3 Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration.
- 3.4 If the risks cannot be contained then the visit must not take place.
- 3.5 The risk assessment will be based on the following considerations:
  - what are the hazards?
  - who might be affected by them?
  - what safety measures need to be in place to reduce risks to an acceptable level?
  - can the group leader put the safety measures in place?
  - Is there any previous visit information and feedback that can be used?
  - what steps will be taken in an emergency?
- 3.6 The person carrying out the risk assessment will record it and give copies to all teachers/supervisors on the visit, with details of the measures they will take to avoid or reduce the risks.
- 3.7 The head teacher and EVC will also be given a copy so that approval, as necessary, can be given with a clear understanding and reassurance that effective planning has taken place.
- 3.8 Frequent visits to local venues such as Mayow Park may not need a new risk assessment every time but consideration should be given to the different pupils who will be attending.

- 3.9 A generic assessment of the risks of such visits will be made at regular intervals, and careful monitoring will take place.
- 3.10 Group leaders should where needed obtain risk assessments from the venue that they will be visiting to ensure that they have appropriate safety measures in place.
- 3.11 The Group leader will also have to consider when considering the risks:
- the type of visit, activities and the level at which it is being undertaken
  - the location, routes and modes of transport
  - accommodation type, location and security
  - the quality and suitability of available equipment;
  - seasonal events, conditions, weather and timings
  - how to cope when a pupil becomes unable or unwilling to continue
  - Security threat / incident
- 3.12 For residential trips or to new venues, an exploratory trip should be undertaken by the Group leader to ensure the venue is suitable to meet the aims and objectives of the visit and meet the needs of the pupils.

#### 4. FIRST AID

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- 4.1 First aid provision will form part of the risk assessment.
- 4.2 Before undertaking any off-site activities, the group leader will assess what level of first aid might be needed.
- 4.3 All Early Years visits must be accompanied by a fully qualified Paediatric First Aider.
- 4.4 All adults in the group will know how to contact the emergency services.
- 4.5 The minimum first-aid provision for a visit is:
- a suitably stocked first-aid box
  - a person appointed to be in charge of first aid arrangements
- 4.6 Other considerations when considering first-aid needs will include:
- the numbers in the group and the nature of the activity
  - the likely injuries and how effective first aid would be
  - the distance of the nearest hospital / medical centre
- 4.7 First aid must be accessible and available at all times.

#### 5. PUPILS WITH MEDICAL AND SPECIAL EDUCATIONAL NEEDS

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The School makes every effort to include all its pupils with special educational or medical needs visits, whilst maintaining the safety of everyone in the group.

Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

##### 5.1 Pupils with Medical Needs

Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits.

Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

All teachers supervising visits will be aware of a pupil's medical needs and any medical emergency procedures. Care plans will be carried by teachers, containing details of each pupil's needs and any other relevant information.

If appropriate a staff member will be trained in administering medication, if they have not already been so trained, and will take responsibility in a medical emergency.

If the pupil's safety cannot be guaranteed, it may be appropriate to withdraw their place.

The group leader will discuss the pupil's individual needs with the parents.

Parents may be asked to supply:

- details of medical conditions;
- up-to-date emergency contact numbers;
- the child's GP's name, address and phone number;
- information on whether the pupil has spent a night away from home before and their ability to cope effectively;
- written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- sufficient medication to last the duration of the time away from home;
- parental permission if the pupil needs to administer their own medication or agreement for a volunteer teacher to administer;
- information on any allergies/phobias; information on any special dietary requirements;
- information on any toileting difficulties,
- special equipment or aids to daily living;
- special transport needs for pupils who require help with mobility.
- Enquiries will be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate.
- If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader will at an early stage assess whether manual handling skills will be needed and, if so, whether training will be sought.
- All teachers supervising the visit will be given the opportunity to talk through any concerns they may have about their ability to support the child.
- If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they will seek advice from the EVC or further information from the pupil's parents.
- The group leader will check that the insurance policy covers staff and pupils with pre-existing medical needs.

## 5.2 Pupils with Special Educational Needs

The school will already be familiar with the nature of a pupil's special educational needs (SEN). Any limitations or problems the pupil may have will be considered at the planning stage and when carrying out the risk assessment.

Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging.

The following factors will be taken into consideration:

- Is the pupil capable of taking part in and benefiting from the activity?
- Can the activity be adapted to enable the pupil to participate at a suitable level?
- Will additional/different resources be necessary?
- Is the pupil able to understand and follow instructions?
- Will additional supervision be necessary?

It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leader will discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.

## 6. FINANCE & INSURANCE

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6.1 The group leader will ensure that parents have early written information about the costs of the visit, how much will come from school funds, and how much each parent will be charged or asked to contribute.

Parents will be given enough time to prepare financially for the visit. It may be useful to break the costs down into subheads such as travel, meals etc.

The Group Leader must ensure that a minimum of three staff have been budgeted for, on all residential trips, regardless of the number attending. If this is not included in the 'free places' allocation it must be budgeted for in the cost to parents.

The School Admin Officer will ensure that banking arrangements are in place to separate the visit's receipts from other school funds and from private accounts.

## 6.2 Charging for Trips

Where parents are required to pay for trips, the group leader will keep an accurate and up to date list of payments. All cheques must be paid into the accounts department accompanied by the relevant paperwork.

The Group Leader must ensure that all payments are received on time from parents, ensuring that any outgoings are on time.

All initial deposits are Non-Refundable. This must be made clear on initial letters to parents.

## 6.3 School Insurance

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place (see travel insurance document – policy number 51UK602038).

Contact Lisa Dalton London Borough of Lewisham Insurance Team on 020 8314 7109 for any specific advice and guidance.

# 7. SUPERVISION

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## 7.1 Ratios

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration should include:

- sex, age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- any specific requirements of the organisation/location to be visited;
- competence and behaviour of individual pupils

## 7.2 Remote Supervision

The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad and fieldwork may be unsupervised.

The group leader will establish during the planning stage of the visit whether the pupils are competent in remote supervision and will ensure parents have agreed this part of the visit through written/verbal consent.

The decision to allow remote supervision should be based on risk assessment and must consider factors such as:

- Prior experience of pupils
- Age of pupils
- Responsibility of pupils
- Competence/ experience of staff
- Environment/ venue

The group leader remains responsible for pupils even when not in direct contact with them. Parents will be told, before the visit, whether any form of remote supervision will take place.

### 7.3 Safeguarding

See school's own Safeguarding policy.

There will always be direct supervision on educational visits, pupils will never be alone where access by others is possible, (unless remote supervision has been agreed).

A member of staff will escort student(s) to the toilet or changing room (male with male, female with female wherever possible) to ensure the safety of the students

All adults will be appropriately trained in safeguarding/child protection and standards regarding access to changing areas/toilets etc.

For students with intimate care needs, an intimate care plan/Parental consent form will be needed prior to the visit (it is likely that an intimate care plan/Parental consent form will have already been completed on admission) – see intimate care and toileting policy as well as the safeguarding policy.

In the case of supporting a child who requires regular toileting, Brent Knoll has a Toilet Management Plan which is agreed and signed by parents/carers prior to support taking place. Sometimes two members of staff may be required where there is an implication for safe moving and handling of the child.

## 8. TRANSPORT

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### 8.1 General

The group leader must give careful thought to planning transport.

The main factors to consider include:

- passenger safety;
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;
- number of driving hours required for the journey and length of the driver's day (including non-driving hours);
- capacity and experience of driver to maintain concentration - whether more than one driver is needed to avoid driver fatigue;
- type of journey - will the visit take place locally or will it include long distance driving i.e. motor-ways
- traffic conditions;
- contingency funds and arrangements in case of breakdown/emergency
- appropriate insurance cover;
- weather;
- journey time and distance;
- stopping points on long journeys for toilet and refreshment

### 8.2 Hiring Coaches and Minibuses

A list of reliable local companies is held by the Admin Officer. The School only books vehicles with front facing seats that are fitted with seat belts.

If any of the group uses a wheelchair, the group leader will ensure that transport used has appropriate access and securing facilities. It may be appropriate to use portable ramps.

### 8.3 Private Cars

Teachers who drive pupils in their own car must ensure their passengers safety that the vehicle is roadworthy, and that they have appropriate licence and insurance cover for carrying the pupils.

## 9. EMERGENCY PROCEDURES

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### 9.1 General

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would.

Teachers will not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

Emergency procedures are an essential part of planning a school visit.

If an accident happens, the priorities are to:

- assess the situation
- safeguard the uninjured members of the group
- attend to the casualty
- inform the emergency services and any other relevant persons that need to know of the incident

9.2 The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged.

The group leader will liaise with any relevant organisations.

### 9.3 Nominated Schools Contact

The school contact's main responsibility is to link the group with the school and the parents, and to provide assistance as necessary.

The named person will have all the necessary information about the visit.

### 9.4 Emergency procedures during a visit

If an emergency occurs on a school visit the main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible
- ensure that all the group are safe and looked after
- establish the names of any casualties and get immediate medical attention for them;
- 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 a member of school staff accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together
- notify the police if necessary
- inform the school contact. The school contact number will be accessible at all times during the visit
- details of the incident to pass on to the school will include: nature, date and time of incident; location 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)
- notify Lewisham Insurance Team, especially if medical assistance is required (this may be done by the school contact)
- ascertain telephone numbers for future calls
- 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
- complete an accident report form as soon as possible
- Contact the HSE if appropriate
- No-one in the group will speak to the media. Names of those involved in the incident will not be given to the media as this could cause distress to their families
- Media enquiries will be referred to the designated media contact at Lewisham Council

### 9.5 Emergency procedures for school

Prior to the visit, the name and school and home telephone numbers of a school contact will be identified. It is advisable to arrange a second school contact as a reserve.

The head teacher and group leader will bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

The main factors for the school contact to consider include:

- Ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school

- Contacting parents. Details of parents contact numbers need to be available at all times while the group is on the visit. The school contact will act as a link between the group and parents. Parents will be kept as well informed as possible at all stages of the emergency
- Liaison with Head Teacher and/or governing body. The school contact will act as a link between the group and the Head teacher and/or chair of governors and arrange for the group to receive assistance, if necessary
- Direct any contact from the media to Lewisham Council
- The reporting of the incident using CS2 on Lewisham's online system and to the HSE if the incident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

#### 9.6 After a serious incident

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

In some cases, reactions do not surface immediately. The School in this situation may contact local community support services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.

## 10. RESIDENTIAL TRIPS

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10.1 Party Leaders on residential trips must consider a number of factors in order to ensure the safety of all parties concerned. These include:

10.2 Building fire and the condition of the residential property.

A pre-visit check would be suggested to check the property in terms of fire safety and evacuation procedures along with a visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings. This can also be done on arrival. Any concerns need to be brought to the attention of the site manager and necessary steps/precautions taken by the Party Leader to ensure safety.

10.3 Attack or disturbance by an intruder

Security arrangements need to be assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation at all times. This could be carried out during a preliminary visit or on arrival at the site.

If other guests share the accommodation you should seek sole occupancy of the floor if possible, and have designated staff rooms adjacent to pupils.

Ensure pupils understand that they inform staff in the event of an emergency. Any concerns need to be brought to the attention of the site manager and necessary steps/precautions taken by the Party Leader to ensure safety.

10.4 Safeguarding

School will have exclusive use of sleeping accommodation, if this is not possible then sole occupancy of one floor and designated staff rooms adjacent to pupils should be sought.

Males and females will have separate sleeping accommodation. This may be in the form of dormitories or separate rooms.

Staff accommodation will be adjacent and on the same floor as pupils.

Students will be checked into rooms at 'lights out'.

All adults will be appropriately trained in safeguarding/child protection and standards regarding access to bedrooms/ changing areas etc. are agreed – see intimate care and toileting policy as well as the safeguarding policy.

Students will be informed of what to do if they wake at night or have any concerns during the night.

A member of staff will escort student(s) to the toilet if appropriate.

#### 10.5 Hygiene

Staff will carry out a visual inspection of washing facilities, lighting, heating, ventilation, catering to ensure that they are hygienic and pose no risk to health. Any concerns need to be brought to the attention of the site manager and necessary steps/precautions taken by the Party Leader to ensure safety.

#### 10.6 Night time tendencies

Information will be sought from parents/carers about pupils' illnesses, sleepwalking etc. to ensure that adequate steps are taken to minimise risk or injury during the night.

#### 10.7 Activities taking place during the stay

Teacher in charge of pupils will seek provider statement (form 8q) and centre's own RA for particular activities prior to departing to ensure they meet with school's own RA.

#### 10.8 Medication

Any medication that needs to be given daily/multiple times throughout the stay will need to be discussed with the parent/carer, the Party Leader, school nurse and the teacher responsible for administering the medication. A care plan will need to be written, as well as any training that is required to administer the medication. This will need to be signed by the parent(s)/carer(s).

See Section 5.1 Pupils with medical needs.

## Educational Visit Summary Flow Chart

