



Polisi Ymweliadau Addysgol

Educational Visits Policy

Procedure/Guidance

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Educational Visits Policy

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Introduction

This document sets out the procedures by which Amberleigh Therapeutic School meet the standards set out in the OEAP National Guidance for Educational Visits, recognised as best practice by the Welsh Government.

Staff planning an educational visit must ensure that they follow the procedures set out in this policy. Staff should also refer to and follow the relevant guidance (relating to the nature of the visit being planned) as set out in the Outdoor Education Advisers' Panel (OEAP) National Guidance for Educational Visits www.oeapng.info

Anyone organising an off-site visit for young people should also refer to and follow the relevant guidance (relating to the nature of the visit being planned) as set out in the Outdoor Education Advisers' Panel (OEAP) National Guidance for Educational Visits www.oeapng.info

We believe that every young person should experience the world beyond the classroom as an important part of learning and personal development, whatever their age, ability or circumstances. Educational visits, residential trips and other off-site activities make an important contribution to the curriculum and are an essential way in which we enrich our pupils' social, cultural and academic development. We believe they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

The benefits to learners of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across the curriculum. Learners are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts, ie. encouraging learners to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.

- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

We will ensure that we comply with all Welsh Government documentation before any educational visit is authorised and all precautions are taken to ensure pupils' safety.

The safety of pupils and staff during all trips and visits is paramount and for this and other reasons meticulous planning and organisation are essential. Under the Health and Safety at Work etc. Act 1974, the school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety, both on or off school premises. We understand that teachers organising and taking part in school visits off-site accept responsibility for the care and welfare of pupils. They will also have duties as employees and/or managers under health and safety at work legislation. As a responsible employer we understand our obligations to:

- Assess the risks to pupils, staff and others affected by school activities in order to identify the health and safety measures that are necessary and keep a record of the significant findings of that assessment;
- Introduce measures to manage those risks (risk management);
- Tell our employees about the risks and measures to be taken to manage the risks;
- Ensure that adequate training is given to employees on health and safety matters. Full details of our health and safety arrangements are available in the Health and Safety Policy.

There are three types of visits:

1. Routine local visits in the local learning area
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either residential, and/or involve an adventurous activity.

Overall Responsibility

Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements. We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

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

Key Requirements of Group/Visit Leaders:

- visit leader should have the ability/competence to lead to the level demanded by the visit, and have sufficient experience and knowledge of the activities, the group, and the environments they will operate in
- Must ensure their first aid training is up to date and current and they are clear on this that is outlined in the First Aid Policy. Under no circumstances should a staff member not trained in basic first aid be supporting or leading trip. (Online mandatory training)
- Group Leaders must ensure their contact details are shared with senior leadership in advance so contact can be made. When Lone working with pupils staff must ensure they maintain communication with senior
- Dynamic risk management **MUST** take place even before trips leave site and group leaders can decide that pupils are not able to attend trips if there are factors which would mean this impacts group safety. Whilst the visit takes place, leaders can also dynamically risk assess and consider stopping the visit if the risk to the health or safety of the young people is unacceptable
- undertake and complete the planning and preparation of the visit, including the briefing of group members and stakeholders, risk assessments should be shared where appropriate in advance of any school trip
- Must ensure that Activity Planner is completed before departure and all relevant information is inputted.
- ensure the ratio of staff to young people is appropriate for the environment/activities and the needs of the group identify significant hazards and safety measures to reduce risk to a tolerable level, and make known to School Leadership as required
- have enough information about the young people to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed
- ensure that all accompanying leaders are familiar with these procedures
- have in place procedures/alternative plans for dynamically assessed alterations
- Group Leaders to ensure that contact numbers for supporting staff are shared as appropriate
- Seating plans **MUST** be well thought out before departure and agreed with a school manager.

The Headteacher (Sioned Davies) has overall responsibility for all education away from school premises and her permission is required for all trips and expeditions.

Role of Senior Leadership

- to support the implementation of this policy
- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy
- to oversee the systems and practices in relation to adventurous activities and trips
- ensure support and training is available to all staff
- ensure policies are made available to all stakeholders as appropriate

- ensure all accidents and emergencies are dealt with and reported

The Educational Visits Co-ordinator is: *Alison Adams (Deputy Head Teacher)*

The Educational Visits Co-ordinator (Alison Adams) has oversight of all trips and responsibility for:

- Ensuring that she has completed relevant risk assessment training before undertaking this role. (HT to liaise with HR regarding R/A training)
- A member of staff is competent to be a visit leader, the headteacher will consider the following factors: Relevant experience, Previous relevant training, The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency, Knowledge of the pupils, the venue, and the activities to be undertaken.
- Trips are planned sufficiently in advance and entered into the school calendar, avoiding clashes where possible.
- Correct planning procedures are followed.
- In collaboration with the Health and Safety policy, appropriate risk assessments are completed and any control measures put in place.
- Child protection measures are in place.
- Liaising with the Head Teacher on educational visits.
- Assessing whether the group Leader is competent to lead the planned trip and has completed all necessary paperwork.
- The management of risks associated with educational visits and the maintenance.
- Supervision levels are appropriate to the planned activities.
- Ensuring that the planning of all trips complies with the requirements of this policy
- Occasional Monitoring of activities carried out. Included as part of learning walks.

Group Leaders

Group Leaders are required to ensure that:

- Their planning follows the proper procedure in liaison with educational visits co-ordinator.
- Carers receive all relevant information.
- Appropriate risk assessments are completed in liaison with educational visits co-ordinator and any control measures put in place, including additional risk assessment, where appropriate, to support those with specific needs.
- Pupils' additional learning needs and medical requirements are cascaded down to other teachers.
- He/she carries a mobile telephone throughout their time on the school trip and the number is known to the school, registered care manager and other staff on the trip.

- Risks are reassessed during the trip in the light of events or situations on the ground, including stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.
- Pupils are supervised throughout the trip in accordance with agreed itinerary, the agreed itinerary is followed, and school/home are notified of any changes.
- School rules (and/or an agreed code of conduct) are followed. Those pupils who fail to live up to the required standards of conduct can expect a consequence, which may involve exclusion from future trips. Such behaviour should be reported.
- Notify the Head Teacher / Registered Manager (Anthony Parry) if concerned about the health or safety of pupils at any time during the visit.

Pupils

Pupils are expected to:

- To take part in a pre-departure briefing with staff where necessary
- Follow the instructions of the Group Leader and other teachers or adult supervisor.
- abide by the ground rules and the standards of behaviour for the educational visit
- Remain in adult supervision during the visit.
- Comply with school rules and/or a published Code of Conduct throughout the trip.
- Do their best to ensure the health and safety of everyone in the group.
- make sure they are keeping themselves and others safe in the school transport

Procedures for Organising Trips and Visits

Details of all proposed trips and visits must be submitted first to the Educational Visits Co-Ordinator and then to the Head teacher for approval before detailed planning begins and before they are shared with other staff, carers and pupils.

This is to ensure that:

- There is appropriate overall co-ordination;
- Aims and objectives are stated;
- There is significant educational or enrichment value (particularly if the activity is to take place in term time) and it is consistent with the ethos and values of the school;
- Where appropriate it will be linked to work within school by preparation and follow-up activities;
- It is suitable for the pupils involved having regard to their ages, abilities, needs and aptitudes;
- Regard is had to inclusivity; and
- Regard is had to the impact on in-school teaching and learning and cover implications.

Details of all residential, trips involving adventurous activities (whether led by external staff or school staff) must then be approved by Care Manager (Anthony Parry) and each pupils Local Authority.

Pupil to Staff Ratios

Pupil to staff ratios for school trips are 2:1. Those planning trips, should decide the ratios on the basis of individual pupils' risk assessment and consultation with pupil's key worker, taking into account the activity to be undertaken and the age and maturity of the pupils. Consideration will also be given to the practicalities of dispatching a substitute member of staff during the visit should they be required to cover an incident, emergency or to replace a member of staff.

Transport

Staff must plan to use company vehicles when planning educational visits. Staff must comply with company procedures when using company vehicle to transport pupils.

Where staff use their own cars, they must have business class insurance.

A seating plan must be planned, considering individual risks when travelling.

Cars required must be detailed in the house diary.

Risk Management

The procedures for planning school trips seek to ensure that pupils and staff experience the most benefits and achieve the best possible outcomes, whilst minimising the risks to their health, safety and welfare.

Children learn to understand and manage the risks that are a normal part of life by experiencing a wide range of activities. Health and safety measures can help them to do this, but should be proportionate to the risks of the activity. Common sense should be used in assessing and managing the risks of any activity. Staff should be given the training they need so that they can manage risks effectively and keep themselves and their pupils safe.

The main legislation covering school trips is the Health and Safety at Work Act 1974 and regulations made under that Act. As the employer Amberleigh Care has overall responsibility for health and safety, though tasks may be delegated to staff, but all staff also have a duty to look after their own and others' health and safety and school staff and others have a duty to take care of pupils in the same way that any prudent parent would. Some activities, especially those happening away from school, can involve higher levels of risk.

Amberleigh Therapeutic Schol use several generic risk assessments. These are used as a guide for staff to consider risk which may be encountered on routine visits and

trips. As a school we are keen to allow student to have many experiences to broaden their world view and to enhance learning. As part of this we believe it is important to have a balanced view of risk and to support staff members to take students offsite. As part of this we feel that it is important to consider the benefits to students so we can make a balanced judgement in considering if a trip of visit should go ahead.

Such as:

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

If activities are annual or infrequent, a review and update of an existing risk assessment may be all that is needed. If it is a new activity, a specific risk assessment must be carried out by a competent person and significant findings recorded. Risk assessments will be undertaken by the lead member of staff in consultation with the Educational Visits Co-ordinator. However, a specific risk assessment is not needed every time an activity forming part of the school day (e.g. regularly taking pupils to a park, or place of worship) takes place. Risks from such routine activities will have been considered and a generic risk assessment will be implemented by the lead member of staff. A regular check to make sure the precautions remain suitable will be undertaken annually (or sooner should circumstance change) by the lead member of staff for that activity

Routine visits are:

- regular, part of the curriculum.
- within easy access of main roads.
- Drives to local shops, drives/walks to local parks,

Parental Consent for Off-site Activities

Parents/carers will be asked to sign a generic consent form for educational visit, this will cover their child's participation in any off-site activities organised by the school which take place during school hours and sporting fixtures taking place during or outside school hours. Parents / carers will be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form, sufficient information will be provided to enable an informed decision to be made.

Medical and First Aid

- At least one member of staff must be trained in first aid on every school trip to at least a level of emergency first aid at work
- supervisory adults must be aware of all medical and first aid arrangements and procedures

- the medical information of all pupils is always accessible via N:drive.
- if taking medication on a school trip then a secure container should be used to ensure safety and security as outlined in the Medication Policy

Inclusion

Schools are required to ensure that pupils with ALN and medical conditions have full access to education, including school trips. We actively support ALN pupils and those with medical conditions to participate fully and safely in school trips and visits, making any reasonable adjustments required.

We acknowledge that it is unlawful to treat a pupil with a protected equality characteristic (such as disability, sex, religion or belief) less favourably or fail to take reasonable steps to ensure that pupils with protected characteristics are not placed at a substantial disadvantage without justification.

We will carry out a risk assessment so that planning arrangements take account of any steps needed to ensure that ALN pupils or those with medical conditions are included on trips and will consult with parents /carers and pupils and take advice from relevant healthcare professional to ensure that pupils can participate safely.

If the outcome of a risk assessment is that the residual risk to the health and safety of the pupil or to others is unacceptably high as a result of the pupil's ALN needs, taking into account all reasonable adjustments, then the decision not to include the pupil on that occasion will be communicated to the parents/carers of the pupil by a member of the Senior Leadership Team.

Monitoring and Evaluation

The Proprietor is committed to the highest quality of education through regular scrutiny and monitoring.

Following all residential visits and new trips there will be a process of feedback, review and evaluation. For residential trips this should involve pupils, parents/carers, the leaders and partner organisations. This can be used to assess the effectiveness of arrangements and outcomes for pupils and can help the celebration of success as well as feeding into the planning of future visits. Any significant issues should be shared with the Head teacher and Educational Visits Co-Ordinator.

Document control

This policy will be reviewed every three years.

Headteachers will assist in monitoring and reviewing this policy by:

- seeking the views of registered manager, carers; and
- considering ways forward with any pupils / staff who repeatedly breach the educational visits policy.

Related Policies/Documents

- Behaviour Policy & Procedures
- Equality information and objectives statement
- Health & Safety Policy