



## **Federation of Beckwithshaw and Kettlesing Felliscliffe Schools and Ripley Endowed CE School**

### **HEALTH & SAFETY POLICY GUIDELINES EDUCATIONAL VISITS**

**Created: Summer 2022**  
**Written by: Headteacher**  
**Review: Summer 2023**

#### **RATIONALE**

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of a successful school. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.

#### **PURPOSE**

1. To ensure that every pupil has the opportunity to benefit from education visits;
2. To ensure all visits are safe, purposeful and appropriate to meet educational needs of pupils taking part;
3. To enable the school to identify appropriate functions, responsibilities, training, support and monitoring for all Governors, Heads, staff, helpers, pupils and providers involved in education visits;
4. To comply with LA 'Code of Practice and Guidelines for Educational Off-Site Visits and Activities' and keep up to date with further advice;
5. To meet DfES guidelines (1998) entitled 'Health & Safety of Pupils on Education Visits' (HASPEV) and DfES 3 part supplement any guidance published July 2002;
6. To ensure where appropriate further advice is sought from LA and other technically competent personnel.

#### **BROAD GUIDELINES**

Key Point – These guidelines can be captured simply in four words:

**PLAN – DO – REVIEW – RECORD**

#### **APPROVAL**

- All visits are linked to the school aims and where possible planned and approved well in advance in accordance with visits planning procedures;
- Governors will be informed of all visits but delegate approval of low risk and routine visits and occasional opportunities to the Head Teacher;
- After Head Teacher's approval all higher risk visits including adventurous activities, residential experience and foreign travel will be submitted for Governors' approval;
- Where appropriate LA approval and further technical advice will be sought;
- A named Educational Visits Coordinator will be appointed. In our school this is Rebecca Foy. The EVC will identify and record with the minimum paperwork, qualifications, training, development, induction and apprenticeship arrangements for all group leaders;

- The EVC will approve group leadership, planning checklist, risk assessment, management and evaluation of all visits;
- There will be a named Group Leader (and where appropriate, deputy) on all visits;
- The Group Leader will ensure sufficient staff and helpers of the right experience are checked (CRB if appropriate) and briefed throughout the visit;
- The Group Leader will ensure risk assessment and management including generic, site specific and ongoing are undertaken and recorded;
- The Group Leader will ensure Best Value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed;
- Group Leaders will ensure a named person, emergency procedures and systems for recording and sharing information on accidents and near misses are in place before briefing pupils and parents;
- Group Leaders will, where possible, undertake exploratory visits or seek references from other schools if using new venues.

## **PARENTS**

- Within school's information, parents will be given details about Education Visits practice safety procedures etc.
- Parents will be given sufficient written and other information about all visits to make informed decisions and give written consent, medical and contact details;
- Where appropriate for high risk, residential and foreign visits meetings with parents will be arranged;
- Expectations of behaviour and codes of conduct will be explained to parents. This will include the need to meet the cost and make arrangements for collecting children in certain circumstance.

## **PUPILS**

- Pupils should be briefed about aims, expectations and codes of conduct for all visits. On-going briefings are an important part of learning and safety;
- Where possible, pupils should be involved with planning, developing codes of conduct, assessing/managing risk and evaluating their own attitude, behaviour, development and learning.

## **Consent**

### **Routine acknowledgement:**

Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our normal educational provision during the school day. We will always aim to fully inform parents/carers by specific letter, on the monthly newsletter or through the messaging system, of the nature of each visit, activity or series of a similar nature, and remind parents/carers that they have acknowledged this consent at enrolment and give them the opportunity to update information and emergency contact details. On occasions a curriculum opportunity may become available at short notice, and we will always aim to notify parents/carers that their child will be offsite but this may not always be possible.

### **Non-routine consent:**

Written consent which may be electronic and will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents/carers by specific letter or on the monthly newsletter of the nature of each visit, activity or series of a similar nature.

### **Specific consent:**

Written consent will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities. We will fully inform parents/carers by letter of the nature of each visit, activity or series of a similar nature.

### **Medical information:**

We will use the medical information on record in our School Management System alongside any updated information which parents/carers will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed

## **Safeguarding**

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues
- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact. Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. Reference should also be made to the schools' Safeguarding Policy.

### **Insurance**

Young people participating in visits and activities will have annual travel insurance provided under an annual Schools' Journey Insurance policy. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

### **Transport**

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by your employer.

## **CONCLUSION**

Although part of health and safety policy, educational visits are an integral part of the curriculum plan and strategies for learning. It should be closely linked to equal opportunities, special needs, policies for inclusion and staff development.

**In 2011 in light of recent changes in government policy and in particular new guidance from the Department for Education (DfE), some references are to advice which has been replaced. Please consult the intranet for current government guidance documents.**