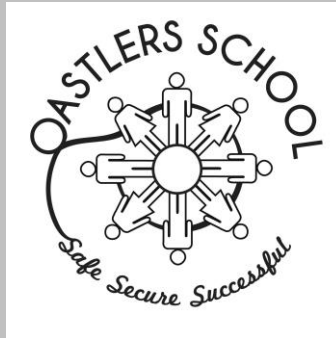


# School Visits Policy



## Oastlers Policy

|   |                         |
|---|-------------------------|
| <b>Approved by Governing Body On</b>          | <b>13 February 2025</b> |
| <b>To be Reviewed On</b>                      | <b>February 2027</b>    |
| <b>Signed on Behalf of the Governing Body</b> | <b>David Ward</b>       |



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## **STATEMENT OF INTENT AND SUPPORT FROM THE GOVERNORS**

This policy has been written following the Bradford Council Policy for Educational Visits, Outdoor Learning and Adventurous Activities (2023-2024) It is recommended that the Group Leader refers to this document when planning and Educational Visit.

The school and Governors recognise the hard work, care and commitment that staff put into organising a well-planned and successful trip and their support to teachers and others leading visits.

Visits, off-site activities and outdoor education have great potential for enhancing the health, education and development of young people. In particular such first-hand experience can:

- Extend personal horizons through greater appreciation and understanding of the world and its people.
- Understand the need for sustainable relationships between people and their environment.
- Develop self-esteem, personal responsibility, co-operation and respect.
- Enhance practical problem solving and team work skills
- Promote a positive and knowledgeable response towards personal health and wellbeing.

The venture is particularly effective when participants have the opportunity to reflect and build on their experiences.

The school and Governors recognise the value of a wide range of visits from short local excursions to expeditions overseas. Many opportunities are available, led by schools as well as community-based organisations.

School visits should be available to every child and should not discriminate against anyone on the grounds of gender, ethnic origin, social background or disability.

| TYPE OF VISIT   | APPROVAL AND CONSENT   |
|---|--|
| <b>Frequent Offsite Activities</b> such as School Matches and club Activities, Swimming Lessons with qualified tutors, simple walks from school, Visits to Local Libraries and Leisure Centres.   | <b>Rolling Approval by Head Teacher.</b> Governors may endorse according to School Policy.<br><br>Daily School notification system   |
| <b>Occasional day trips</b> to Museums, Theatre, Cities, Parks, Theme Parks, Farms (with Public facilities), Environmental Centres, Village Studies, Zoos, Local Walks  | <b>Approval for each visit by Head Teacher.</b> Governors may endorse according to School Policy.<br><b>Parental Consent</b> obtained for each visit   |
| <b>Residential trips. All overnight Stays.</b><br><br><b>Visits Abroad. Exchange visits</b>   | <b>Approved by Head Teacher.</b> Endorsement from Governors<br><br><b>Specific Parental Consent</b> for visit and Activities   |
| TYPE OF VISIT   | APPROVAL AND CONSENT   |
| <b>Adventure Activities</b><br>Sailing, Windsurfing, Canoeing, Rafting.<br>Hill/Mountain Walks, River Walking, Gorge Scrambling.<br>Rock-Climbing, Abseiling, Rock Scrambling.<br>Caving (not show caves)<br>Skiing and Snow Boarding. Off Road Cycling.<br>Swimming in natural waters or pools without | <b>Registration WITH Local Authority for Self-led Adventure Activities</b><br><br><b>Approval by Head Teacher.</b><br><b>Endorsement from Governors.</b><br><br><b>Specific Parental Consent</b> for Visit and |

|  |  |
|--|--|
| lifeguard supervision,<br><br><b>Activities requiring special care, experience, training.</b><br>Paddling in sea, lake or stream<br>Countryside Walking E.G. Malham, Bolton Abbey<br>On Road Cycling   | Activities.<br><br><b>Approval by Head Teacher.<br/>Endorsement from Governors.</b><br><br><b>Seek Advice as required.</b><br><br><b>Specific Parental Consent</b> for visit and Activities. |
| <b>Higher risk activities beyond the Guidance</b><br>E.g. Land Yachting and Kite Buggy, Power Kiting.<br>All Airborne Activities. Gliding, Hand Gliding,<br>Parapenting. surfing, Water-skiing, Jet Skiing,<br>Offshore Yachting, Sub Aqua and Snorkelling | <b>Approval by Head Teacher.<br/>Endorsement from Governors.</b><br><br>Seek Advice<br><b>Specific Parental Consent</b> for Visit and Activities.  |

## APPROVAL PROCEDURES

### Every off site visit must have a Group Leader

The Group Leader should complete an **Trip Request Form** and obtain authorisation for the trip from a member of Senior Leadership Team.

The Trip Request will be used by the authoriser as evidence that the Group Leader has made appropriate arrangements. It also helps them to make systematic checks.

The group leader must gain approval of the proposed visit in principle and should have regularly updated the Business Manager on the progress of the preparations.

The group Leader should liaise with the trip co-ordinator to ensure that suitable correspondence is sent to parent/carers and that the school has obtained parental consent.

The Business Manager should be informed of any subsequent changes in planning, organisation.

### Supervision

**Female staff** – please make an assessment of whether your cohort of children will need a female to accompany the girls to the toilet facilities

**Volunteers** – please remember volunteers do not hold a Criminal Records Bureau check (CRB) and so must not be left alone with children – you must make sure that all staff and volunteers know

**First Aid** – you must make a judgement on whether or not you require a first aider for the trip based on where you are going, the children you are taking (does anyone have a care plan) and what activities you will be doing, etc. For example if you are visiting a venue where there are first aid personnel you may not need to take a first aider, or if your bus driver has an appropriate first aid qualification (3 Day First Aid at work). You must record your decision and reasons on the **risk assessment** and it must be planned for well in advance (Advice from Wendy Bland H&S, BMDC). All near misses must be recorded (record on your risk assessment)

## PROCEDURES OF NOTIFICATION BEFORE GOING OFF SITE

On the day of the visit the coordinator must provide the group leader with an updated learner list, contact details and telephone numbers as well as details of any of the transport provider and the venue and an estimated time of return. On return a Senior Leadership Team Member must be told that the trip is safely back.

The group leader must take a copy of the risk assessment and the Emergency Action Card.

## **BOOKING OUT PROCEDURES**

The trip coordinator will inform the Catering Manager of any packed lunch requirements as specified on the Trip Request Form.

The group leader must take an emergency card and Emergency Action Card with them – Yellow card from School Office.

The group leader will ensure that any required medication is taken in a clearly labelled container and any administrative instructions are included.

## **SCHOOL EMERGENCY PLAN**

If an emergency occurs during an educational visit after making contact with the appropriate emergency services, inform the school as soon as possible, the Headteacher will instigate the School Emergency Plan. If possible nominate a member of staff to record events and times as they occur. Refer any media interest to the Headteacher. **If you are unable to contact the school use the yellow card.**

### **The Yellow Card**

#### **Fatal/Serious Injury Incident Procedure**

In the event of a fatal or serious injury incident (i.e. involving employees or those under your charge) you should ring the following number.

**During Office Hours the Safety Team on 01274 431007**

A serious injury incident is one which results in life threatening injuries, or one involving multiple casualties with major injuries. Major injuries are defined as fractures, amputations, loss of consciousness, eye injuries or injuries requiring admittance to hospital for more than 24 hours.

**THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY  
DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC**

## RISK ASSESSMENT GUIDANCE NOTES FOR OUTDOOR ACTIVITIES

Risk is the likelihood of a person being harmed. Written 'risk assessments' show that an Activity Provider:

- i. recognises the significant hazards associated with a particular activity
- ii. is able to take measures (controls) to ensure hazards are unlikely to cause harm

This is a legal requirement for all employers

A simple risk assessment form is appended (Appendix B). Use the following notes as guidance.

**Column (1) – Hazard** – means anything that can cause harm.

Leaders should consider the particular activity, the associated environment, the equipment used, and the nature of participants and answer the question:

### **“What could go wrong?”**

Briefly describe this in Column (1) **e.g. slips from top of cliff**. List first the hazards which are most likely to happen and have the most serious consequences. In truth accidents most often happen as a result of a combination of factors.

Also identify WHO WOULD BE HARMED. This will be one or more of the following: The Leaders, Assistants, Participants, the whole group, or other members of the general public.

**Generally in Outdoor Activities the significant are: Falling from a height; being hit by a falling or moving object; drowning and hypothermia. Hazards which do not follow this rule include Pollutants (e.g. leptospirosis, radon gas); Medical conditions (e.g. epilepsy, heart conditions); Hidden objects (e.g. underwater spikes); Lightning.**

### **Column (2) – Control**

Alongside each hazard listed in Column (1) answer the question

### **“What can be done specifically about each hazard?”**

List your answer in Column (2) **e.g. Leader clips group into safety line at top of cliff**. In Outdoor Activities the Activity leader (or participants) with limited competence and poor judgement is likely to add significantly to the risk.

The list of controls in Column (2) will effectively be your operating procedures for a particular activity.

### **Column (3) – System**

Alongside each control list the policy or system which your organisation has in place to ensure the control described is actually likely to be implemented in practice **e.g. Leader holds Single Pitch Rock Climbing Award**.

P.S. Many other formats can be used to complete a risk assessment. All are valid as long as the significant hazards and control measures are identified.

Risk Assessments need to be reviewed periodically or as a result of accidents or near misses.

## Review and Monitoring

The group leader or other adult with responsibility should reassess risks whilst the visit is taking place. On-going risk assessments normally consist of judgements and decisions made as the need arises e.g. changing weather, tiredness, illness, behaviour.

### Accidents and near misses should prompt a review of the risk assessment

Please see Jeanine Fairbairn at the first opportunity after the trip to hand in your risk assessment and emergency plan and for a brief feedback meeting of any accidents, near misses or general comments for future visits.

### Overview of school and local authority responsibilities

| REQUIREMENT   | RESPONSIBILITIES  |
|---|---|
| <ul style="list-style-type: none"> <li>Guidance and Advice to Schools</li> <li>Generic Risk Assessment</li> <li>Monitoring, Training</li> <li>Insurance, Emergency Support</li> </ul> | Local Authority   |
| <b>NOTIFICATION AND PLANNING</b>  |   |
| Notification of Visits to Local Authority   | Headteacher, EVC  |
| Planning  | Group Leader  |
| Pre-Visit Risk Assessment   | Group Leader, Contracted Provider                                     |
| <b>FORMAL APPROVAL</b>  |   |
| School Staff leading Adventure Activities   | Local Authority through Adventure Activity Leader Registration Scheme |
| All Visits  | Headteacher, EVC  |
| <b>VISIT MANAGEMENT AND SUPERVISION</b>   |   |
| Overall Risk Management on the Visit  | Group Leader  |
| On-going Risk Assessment on the visit<br>Duty of Care   | Group Leader<br>Any supervising adult                                 |
| Home Based Support  | EVC, Headteacher<br>Local Authority Emergency Support                 |
| Review. Monitoring  | Group Leader, EVC, Headteacher. Governors.                            |



**APPENDIX A**

**SCHOOL VISIT/TRIP APPROVAL FORM**

|  |                                      |                                     |                                      |                           |                        |        |  |
|--|--------------------------------------|-------------------------------------|--------------------------------------|---------------------------|------------------------|--------|--|
| Group Leader   |                                      |                                     |                                      |                           | Date of Visit          |        |  |
| Departure Time   |                                      |                                     |                                      | Return Time               |                        |        |  |
| Type of Activity   | Reward Trip <input type="checkbox"/> | Curriculum <input type="checkbox"/> | Residential <input type="checkbox"/> |                           |                        |        |  |
| Venue of Activity  |                                      |                                     |                                      |                           |                        |        |  |
| Year Group   |                                      | Total Learners                      |                                      | Male                      |                        | Female |  |
| Nature of Activities.  |                                      |                                     |                                      |                           |                        |        |  |
| <i>RRSA Links:</i>   |                                      |                                     |                                      |                           |                        |        |  |
| Has the Group Leader visited this site prior to trip: YES (date: __/__/__) or NO |                                      |                                     |                                      |                           |                        |        |  |
| Maximum Cost of Trip   |                                      |                                     |                                      | Breakdown of expenditure: |                        |        |  |
| Packed Lunch Required:   |                                      | Quantity:                           |                                      |                           | Kitchen Notified:      |        |  |
| <b>Attending Staff:</b>  |                                      |                                     |                                      |                           |                        |        |  |
|  |                                      |                                     |                                      |                           |                        |        |  |
|  |                                      |                                     |                                      |                           |                        |        |  |
|  |                                      |                                     |                                      |                           |                        |        |  |
| <b>Transport Arrangement</b>   |                                      |                                     |                                      |                           |                        |        |  |
| Method of Transport  | Name of Driver(s)                    |                                     |                                      |                           | Date mini-bus reserved |        |  |
|  |                                      |                                     |                                      |                           |                        |        |  |

**Documents required:**

- List of anticipated Learners
- Copy of letter to parents/carers including consent form
- Trip specific Risk Assessment
- Venue Risk Assessment
- General Trip/Visit Risk Assessment (confirm read: *T:\Trips & Visits*)

**Visit Leader Declaration:**













As the visit leader I have planned this visit in accordance with my employer and local establishment policies. I have taken note of, and will monitor before departure relevant guidance and travel advice.

Signed \_\_\_\_\_ (Visit Leader) Date \_\_\_\_\_

**Form to be returned with any necessary documents to Jeanine Fairbairn at least 14 days prior to visit date.**

**Once the visit has taken place you will be required to complete an evaluation and small summary for the newsletter.**

**TRIP EVALUATION – to be completed by the group leader**

|                             |   |                   |   |
|-----------------------------|---|-------------------|---|
| Venue:                      |   <br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Learner Enjoyment |   <br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Met expectation of outcomes |   <br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Refreshments/Food |   <br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Please give any comments to support future trips:

**Newsletter Information**

|                          |            |
|--------------------------|------------|
| <b>Date</b>              |            |
| <b>Venue</b>             |            |
| <b>Group</b>             |            |
| <b>Reason</b>            |            |
| <b>Brief Description</b> |            |
| <b>Photos saved</b>      | <b>YES</b> |

Please place a couple of photos in *T:\Trips & Visits\24-25 trips\Newsletter Photos* to go with the newsletter article making sure they are clearly labelled.

# RISK ASSESSMENT FORM

**Part A**

|  |                            |                    |                   |                   |                    |  |                                |          |                         |                         |  |  |
|--|----------------------------|--------------------|-------------------|-------------------|--------------------|--|--------------------------------|----------|-------------------------|-------------------------|--|--|
| <b>DEPARTMENT/ SERVICE</b>                               |                            |                    |                   |                   |                    |  |                                |          |                         |                         |  |  |
| <b>Assessor/ Person(s) assisting with the assessment</b> |                            |                    |                   |                   |                    |  |                                |          | <b>DATE</b>             |                         |  |  |
| <b>TASK / ACTIVITY</b>                                   |                            |                    |                   |                   |                    |  |                                |          |                         |                         |  |  |
| (Include duration and frequency of task activity)        |                            |                    |                   |                   |                    |  |                                |          |                         |                         |  |  |
| <b>Likelihood of Occurrence</b>                          | <b>Severity of Outcome</b> |                    |                   |                   |                    | <b>Persons / groups at risk</b>  |                                |          |                         |                         |  |  |
|  | 1<br>Negligible            | 2<br>Slight        | 3<br>Moderate     | 4<br>Severe       | 5<br>Very Severe   | <b>A</b>   | Employees                      | <b>E</b> | General Public / Pupils |                         |  |  |
| 2<br>Unlikely  | <b>LOW (2)</b>             | <b>LOW (4)</b>     | <b>LOW (6)</b>    | <b>MEDIUM (8)</b> | <b>MEDIUM (10)</b> | <b>B</b>   | New Employees                  |          | <b>F</b>                | Visitors                |  |  |
| 3<br>Possible  | <b>LOW (3)</b>             | <b>LOW (6)</b>     | <b>MEDIUM (9)</b> | <b>HIGH (12)</b>  | <b>HIGH (15)</b>   | <b>C</b>   | Contractors / Sub-Contractors  |          | <b>G</b>                | Volunteers              |  |  |
| 4<br>Probable  | <b>LOW (4)</b>             | <b>MEDIUM (8)</b>  | <b>HIGH (12)</b>  | <b>HIGH (16)</b>  | <b>HIGH (20)</b>   | <b>D</b>   | Young person / Work experience |          | <b>H</b>                | Clients / Service users |  |  |
| 5<br>Very Likely   | <b>LOW (5)</b>             | <b>MEDIUM (10)</b> | <b>HIGH (15)</b>  | <b>HIGH (20)</b>  | <b>HIGH (25)</b>   | <p><b>Likelihood of occurrence X Severity of outcome = Risk Rating</b></p> <p><b>Example:</b></p> <p><b>Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)</b></p> |                                |          |                         |                         |  |  |

**Part B**



**Part C**

|   |  |              |  |
|---|--|--------------|--|
| <b>Links to other risk assessments and or safe working instructions - please state</b>  |  |              |  |
| <b>Name and Sign</b><br>When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented  |  | <b>Date</b>  |  |
|   |  |              |  |
| <p><b>Review</b> - Before work starts, it is important to consider the content on this risk assessment to ensure it still valid.</p> <p>For example, are there any significant changes, additions or omissions at the site not identified on the assessment? Are there any additional hazards or risks?</p> <p>Please record any changes required and or action taken, then date and sign</p> |  |              |  |
| <b>Reviewer Name &amp; Date</b>   |  | <b>Notes</b> |  |
| <b>Reviewer Name &amp; Date</b>   |  | <b>Notes</b> |  |
| <b>Reviewer Name &amp; Date</b>   |  | <b>Notes</b> |  |
| <b>Reviewer Name &amp; Date</b>   |  | <b>Notes</b> |  |