



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Educational Visits Policy

Date Reviewed: July 2024

Next Review: July 2025

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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Rationale

The aim of this policy is to sustain and promote a broad range of off-site Educational Visits and “learning outside the classroom” to “help improve the lives of young people”, whilst ensuring safe practice and competent supervision.

Background Information:

Definition of an Educational Visit:

Any organised, off-site visit involving pupils or young people that requires the permission and approval from the EVC, Head Teacher, Senior Manager or Senior Youth Worker and the parents/guardians of the pupils or young people attending. A visit may take place at any time of the year.

An educational visit is ‘any occasion when a young person takes part in a structured employee-led learning activity which is carried out beyond the boundary of the normal operational base’. It is an experience involving teaching and learning in a context away from the establishment site. Therefore, the visit leader has the same responsibility for planning a visit that a teacher has for planning a classroom lesson. (OEAP national guidance)

New Documentation and Guidance:

The new BCC ‘Policy and Guidance for Education Visits and Learning Outside the Classroom’ supersedes previous guidance. The policy document adopts the Outdoor Education Advisers Panel’s National Guidance from 1st October 2014.

Both the head teacher and EVC must make sure they are aware of its contents.

Joint Educational Visits:

Joint visits by establishments are entirely acceptable and offer many educational benefits. A BCC establishment’s involvement in the organisation of such a visit may vary in terms of contribution to planning, selection of pupils or young people or allocation of accompanying staff, however full application of approval and record keeping procedures (Policy and Guidance for Educational Visits) must be made by each establishment’s EVC regardless of the number of pupils or young people attending.

The Visit Leader on Joint Visits must be specifically known and approved by the EVC/Head Teacher from each participating establishment and each establishment must be satisfied, approve and record centrally in their own establishment all the arrangements agreed.

Key Points for all visits:

- All Educational Visits must have clearly identified aims and objectives.
- All Educational Visits must have an approved competent Visit Leader who is a BCC employee.
- Approval for an Educational Visit and for the designated competent Visit Leader role is made by the Head Teacher/EVC.
- All visits must provide evidence of a prepared written risk assessment.
- Visit Leaders must carry copies of all supporting documentation on the visit, eg emergency contacts, itinerary, names and group detail.
- EVC's must retain and record all supporting documentation centrally on eVisit.
- Parents must be fully informed of all arrangements.
- Well planned visits lead to successful visits.

Key Findings:

'To reach their potential, children and young people need experiences which broaden their horizons, enrich their cultural experience and understanding and improve their wellbeing.'(Children Young People and Families 2012-201 Directorate Plan).

The school/establishment fully supports the vision behind the Government's new 'Learning Outside the Classroom' Manifesto and is aware that underpinning this policy is a comprehensive web based resource: (www.oeapng.info).

We recognise that the benefits for children engaged on educational visits include:

- Raising achievement through organised opportunities in the real world and to experience adventure
- Impact on engagement with learning, particularly for students who have difficulty concentrating in the classroom

- Participating in challenging physical activity and encouraging healthy lifestyle
- Appreciating landscape diversity through exploring natural environments
- Being involved in teamwork and problem-solving through residential experiences
- Engaging pupils or young people and making learning 'real' and relevant
- Supporting national agendas and initiatives eg 'Every Child Matters', new curriculum for Early Years Foundation Stage, Primary and Secondary, 'Social Emotional Aspects of Learning'
- Environmental awareness – diversity awareness between cultures, social inclusion for disadvantaged individuals and sense of belonging
- Personal development in terms of raised self-confidence, self-esteem, independence and a sense of achievement.

Inclusion and Entitlement

Educational visits are an integral part of the curriculum. All pupils or young people are entitled to participate irrespective of social background, culture, race, gender, differences in ability and disabilities.

Each pupil or young person has an entitlement to experience:

- Effective learning opportunities
- Success in learning
- Achieving as high a standard as possible
- A Residential experience (The Birmingham Primary and Secondary guarantees)

Teachers will set appropriate learning challenges, responding to pupils' or young people's diverse learning needs. The school/establishment will make provision, with well-planned reasonable adjustments made to support pupils or young people, enabling them where possible to participate effectively in all educational visits.

Roles and Responsibilities

Head Teacher

Head Teachers/Senior Managers/Senior Youth Workers who sign approval forms for Educational Visits must in turn have evidence of recent and relevant training through either: full- day EVC training, half-day EVC top-up training or EVC twilight training delivered by the Outdoor Learning Service.

The Head teacher:

- Must be consulted on any educational visit being organised and kept informed of arrangements, as necessary
- Must follow the requirements of 'Outdoor Education Advisers Panel National Guidance'
- Ensures that the Educational Visits Co-coordinator (EVC) is aware of his/her duties and that a clear line of responsibility is established
- Ensures the Educational Visits Co-coordinator (EVC) is competent, trained and is revalidated/accredited through Local Authority Top-Up courses every three years as a minimum
- through the Head Teacher report, that governors are kept informed of the nature and progress/success of educational visits
- Ensures annual adequate Staff Inset, Visit Leader Training, First Aid and CPD for Educational Visits
- Ensures that medical and personal/address details for all pupils or young people are updated termly and accompany staff on residential and day visits
 - For Repeat activities
 - Annual basis or termly
 - Considers Insurance matters for Educational Visits and fully informs parents.

- Writes and fully informs parents regarding regular and repeated activity that is either on or off-site PE and sporting activity and fixtures or regular repeated programme of off-site Educational Visits.
- Ensures BCC policy for transporting children in cars is adhered too.
- Must ensure that parents are informed that they have responsibility for transporting their own children to and from venues when transport is not provided.
- Ensure there is an updated 'charging and remissions policy' links to BCC and national guidance.

Educational Visits Co-ordinator

Approval of Educational Visits will include approving the competency of the Visit Leader and all accompanying staff (consultation with the Head Teacher may be desirable/advisable on occasions).

The Educational visits co-ordinator:

- Promotes and 'Champions' Educational Visits from the School/establishment and takes a lead in policy development, monitoring, INSET and other training for Educational Visits
- Must follow the requirements of 'Outdoor Education Advisers Panel National Guidance'
- Approves all visits and notifies the LA for categories of 'Adventurous Activities' (Adventurous Activities Form OE2005) and 'Overseas Visits' (Overseas Visits Form OSV 2005) and submits forms to: schoolsafety@birmingham.gov.uk

Safety Services (WS)

P.O. Box 15630

Birmingham

B2 2QF

Tel. 0121 464 8564

- Ensure the Visit Leader is a BCC employee

- Ensures compliance with requirements of Birmingham's Policy and Guidance document 'Learning Outside The Classroom'
- Ensure approval, notification forms, checklists and 'Provider Questionnaires' are completed appropriately
- Ensures that all the procedures outlined in the School policy are followed
- Supports and advises colleagues in planning visits
- Ensures that appropriate risk assessments are completed and appropriate control measures are in place reducing risk to an acceptable level
- Ensures that a 'Collective Discussion' regarding the 'risk assessment' process prior to the visit has taken place, this ensures ownership of the 'risk assessment' by the Visit Leader and all accompanying staff
- Ensures all staff are aware of Educational visits procedures via documentation and Inset sessions, staff training and relevant meetings
- Checks to ensure parents are kept fully informed of visit arrangements and details.
- Ensures accident and emergency procedures are in place and understood by all staff. Records of all accidents reports and near misses are held centrally in the school/establishment by the EVC. i.e the Risk Management Portfolio.
- Records of all visits are held centrally in the school/establishment by the EVC. i.e the Risk Management Portfolio for each and every visit which will include lists of all participants, risk assessments itinerary and programme information
- Ensures appropriate staff records are collated for all Educational Visits and then stored; including checks on staff qualifications and driving details (including car insurance with business use if transporting pupils or young people in own cars)
- Ensure records are kept of all monitoring, internal and external monitoring eg with local EVC's (Cluster Groups, neighboring schools etc)
- Review staff evaluations of trips and provide and encourage staff training and CPD

- Ensure an annual review of any generic school/establishment risk assessments and an annual 'Fit for Purpose' review of the School/establishment Policy for Educational Visits.

Inclusion:

Every effort should be made to ensure that educational visits and learning outside the classroom activities are available and accessible to all, irrespective of special educational or medical needs, disability, ethnic origin, gender, sexuality or religion. If a visit needs to cater for children and young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

The Equality Act 2010 states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments.

Exclusion on the grounds of behaviour

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders. The Equality Act protects people from discrimination and harassment based on the 'protected characteristics'. Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies.

When a young person is excluded on these grounds, you should consider providing alternative ways of achieving the same learning outcomes.

Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- identifying the issue at the earliest stage of planning
- involving all interested parties

- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit
- Establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude.
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues
- ensuring that what is expected of staff is reasonable and within their competence
- recording this process.

Visit Leader, Teaching and Support Staff

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The Visit Leader must ensure there are clear educational aims for the visit, be specifically competent and approved as the Visit Leader by the Head Teacher/Senior Manager/EVC.

The visit leader must make reasonable efforts to visit the venue if this is a first visit for themselves to inform the risk assessment

- All teaching staff should have a thorough up to date knowledge of the School/establishment Educational Visits Policy and procedures.
- Understand the importance of the 'Collective Discussion' regarding the 'risk assessment' process prior to the visit, ensuring ownership of the 'risk assessment' by the Visit Leader and all accompanying staff
- All staff included on a visit must have a clear understanding of accident/emergency procedures.
- The Visit Leader must carry an Emergency Contact List of everyone going on the visit in addition to the Emergency Base Contacts. This list must include: names, addresses and telephone numbers of each child and adult; any special medical requirements; any negative consents to medical treatment; any special dietary requirements; helpers and the groups that the children will be in.
- The Visit Leader must ensure parents are kept fully informed of visit arrangements, details and itinerary.
- The Visit Leader and the teaching staff should plan the visit carefully and carry out risk assessments prior to visit. Ensures that copies of these details are given to the Head Teacher/Senior Manager/Senior Youth Worker and EVC in the agreed time.
- It is the Visit Leader's responsibility to give appropriate and clear information regarding risk assessments and roles and responsibilities to any additional adult/volunteer helpers: if possible, invite them to take part in the 'Collective Discussion' to promote 'ownership'.

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- The Visit Leader and teaching staff should collate and check parental consent forms for all pupils or young people. A clear risk assessment must be made for any named child with known medical or behavioural issues.

The Visit Leader must complete a Post Visit Evaluation Report and give this to the EVC. This should include any 'near miss' or incidents that require a review of the risk assessment and/or evaluation of outcomes against the stated aims.

It is the Visit Leader's, teachers' and support staff's responsibility to ensure children are suitably briefed at all stages of the visit. All group members must be clear of rules and behavior code. Children should be involved in the ongoing risk assessment

- Staff participating in educational visits and learning outside the classroom activities must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the BCC guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.
- The Visit Leader has responsibility for whole group and must ensure the following documentation is taken on all visits: all relevant pupil or young person medical and consent information, the risk assessment inc a Plan B, itinerary details, emergency contact details and 'Critical Incident' emergency numbers.
- Copies of these documents must be kept by the Visit Leader, the school/establishment office and a copy of emergency contacts.
- It is the Visit Leader's responsibility to ensure adequate first aid has been considered and provided for the visit and that first aid kits are taken along with individual children's medical kits and requirements as appropriate.
- All staff and adult helpers should be made aware of who is responsible for first aid. The risk assessment must show evidence first aid has been considered.
- Transport for all visits must meet LA guidance/standards. The itinerary, the arrangements and drop off and collection places must be checked and agreed upon.

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Notes on 'Risk Management' and the Planning and Preparation for Educational Visits

Thorough preparation for a visit must be undertaken. The EVC and the Head Teacher/Senior Manager/Senior Youth Worker should be consulted regarding the arrangements, nature and purpose of the visit. The visit should have clear educational aims and objectives. The following must be addressed in further planning:

Matters of supervision (must have the recommended number adult/child ratio), Provider checks, content of the day(s) activities, paediatric first aider and transport must be considered and organised in advance.

Names and groups of children are to be organised in advance to ensure that there is an even distribution of medical, behavior and/or special educational needs.

- Parents must be advised of the details of any visit and kept fully informed. Any cost of the visit must take into account the School/establishment Charging Policy.
- All necessary permission/consent slips must be obtained.
- Relevant emergency contact telephone numbers should be carried by leaders at all times during an offsite educational visit but should only be used in the case of a genuine emergency. Under no circumstances should these telephone numbers be given to young people or to their parents or carers.
- A charged mobile phone should be taken on all trips. Check that mobile phone coverage is in the area that you are visiting.
- An Emergency Contingency Plan B needs to be in place, detailing alternative arrangements due to inclement weather, transport breakdown etc.
- An activity that is off-site (but routine) taking place in the locality can be covered by the blanket consents that support our School policy.

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- Planning support, notification forms, provider questionnaire, checklists and generic risk assessments can be accessed through resources and information on the Outdoor Learning Service website which are all downloadable. Refer to OEAP National Guidance document: 5.2b “Planning Basics for Outdoor learning, Offsite Visits and Learning Outside the Classroom”
- The degree of complexity of a particular plan will need to reflect the nature and complexity of several variable that can impact on any given activity. These variables can be remembered as ‘SAGED’ and include:
 - **S**taffing requirements – trained? Experienced? Competent? Ratios?
 - **A**ctivity characteristics – specialist? Insurance issues? Licensable?
 - **G**roup characteristics – age? Prior experience? Ability? Behaviour? Special and medical needs?

- **E**nvironmental conditions – like last time? Impact of weather? Water levels?
- **D**istance from support mechanisms in place at the home based – transport?
Residential?

Procedural requirements for all educational visits

Stage 1

- Visit leader to identify the educational visit, proposed dates and cost.
- Complete a viability letter to be sent to parents, with a breakdown of the cost.
- Gain approval for the visit from the head teacher.
- Visit leader to produce final letter for the parents.
- Inform the school office and send invoices to the business manager.
- Visit leader to create a new visit on Evolve.

Stage 2

- All information to be completed on Evolve..
- Visit leader to complete risk assessment and all other necessary documentation (EVA form).
- Risk assessment to be shared with all supporting adults.
- Submit all forms on Evolve..
- Head teacher and EVC to approve forms.

Stage 3

- Visit leader to complete pre-visit checklist.
- Checklist to be signed by EVC.
- After the visit, the visit leader must complete a post visit evaluation form.

How to undertake a risk assessment and who to submit it to

In addition to the above planning, a written Risk Assessment (a statutory requirement) must be made for any proposed educational off-site visit. It should:

- Identify any significant risks which pupils or young people, staff and helpers may be exposed to and outline any control measures that will be put in place to reduce risks to an acceptable level
- Be passed on to the EVC and Head Teacher/Senior Manager/Senior Youth Worker for consultation and approval
- During the visit, be kept with the Emergency Contact List and other planning and risk management documentation
- Check if the venue and/or provider have their own risk assessments
- Ensure a suitable 'Collective Discussion' takes place regarding the 'risk assessment' prior to the visit, ensuring ownership of the 'risk assessment' by the Visit Leader and all accompanying staff. Any 'Generic' risk assessments must be changed, adapted or modified to suit the specific considerations and needs of the group during this discussion/meeting

The six main considerations in undertaking risk assessments are:

- Type of Group
- Staffing (ratios and competency)
- Equipment
- Venue/Environment
- Travel
- Emergency Procedures

More detailed prompts under each consideration, to help in undertaking risk assessments may be obtained from the EVC. **With more hazardous or unusual visits close contact between school/establishment and the venue/provider is an important safeguard. A**

preliminary staff visit should be made if necessary. Seek advice of Head Teacher/Senior Manager/Senior Youth Worker/EVC.

Risk Assessments must be passed on to the EVC/ Head Teacher as follows:

- Off-site visits – 3-4 weeks prior to the visit. (The LA will require at least one month's notification for Adventurous Activities and six months notification for Overseas Visits).

Coronavirus

In addition to the risk assessment, any off site visits and learning outside the classroom must be in line with current government guidance.

Risk assessments should include arrangements for if a participant develops COVID symptoms during the visit. Travel time should be minimised and that other COVID guidance should be followed including the points below:

During the visit

In addition to measures documented on the Risk Assessment staff should –

- If traveling by coach, EITHER hand a copy of the emergency contact list, in a sealed envelope, to the driver (this must be collected from the driver as you exit the coach). OR, ensure driver has school/establishment contact details
- Carry a class list/register. This is to be called before starting a trip and departing from any visit. In addition a head count should be done
- Ensure adequate supervision and check children are always given suitable briefings in their group with their group leader and staff take regular head counts
- Be prepared to make 'ongoing' professional judgments related to assessment of risks.

After the visit

- A post visit evaluation report should be completed, any accident/incident details recorded and the risk assessment reviewed appropriately.

- Where possible, encourage children and adult helpers to contribute to this report. A copy of the report should be given to the EVC.

In the event of a critical incident (during school hours):

First point of contact:

DAVE YARDLEY 07881 617 187

Dave.Yardley@birmingham.gov.uk

FIONA CHAMBERLAIN 07516 031 742

Fiona.Chamberlain@birmingham.gov.uk

MOIRA GILLIGAN 07912 793 437

Moira.Gilligan@birmingham.gov.uk

For all critical incidents outside of normal school hours please phone the Press Office out of hours number: 0121 303 3287. The press Officer on duty at the time will contact relevant People Directorate personnel.