

Testwood Sports College Educational Visits Policy



Key Responsibility area:	Nick Gilbert/Dermot Murphy/BF/NS/3
Last Review:	October 2016
Next Review:	October 2019

[Article 31](#) (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

A) Rationale

Testwood Sports College is strongly committed to learning outside of the classroom walls. We believe that the value added of these activities far exceeds the inherent risks. Thus, safely managed educational visits with a clear purpose are an indispensable part of the broad and balanced curriculum we offer. Throughout the school year, staff at Testwood Sports College undertake numerous activities that occur away from the school site, often beyond school hours. The organisation of all educational visits follows current best practice guidance as described in the DfEs booklet Health and Safety: Advice on Legal Duties and Powers (February 2014) and Hampshire Education Authority guidelines on Off-Site Activities.

B) Purpose

It is important that any educational visit, or overseas trip, is carried out in a calm, happy and secure environment; that staff and children feel confident in the safety procedures in place and that they fully understand the parameters of the trip. The learning experience, however, must remain the primary focus. The visit should be suitable to students concerned having regard to their ages, abilities and aptitudes, be linked with normal work of students by preparation and follow up activities and not interfere unduly with work of other students at school.

C) Aims & Objectives

The aims and objectives of educational visits and of learning across and beyond the curriculum are:

1. Developing key skills

- a) Using and applying knowledge, skills and understanding in different, realistic and exciting contexts.
- b) Developing the ability to work co-operatively.
- c) Developing the ability to communicate successfully.
- d) Showing initiative and a positive attitude.
- e) Showing greater independence, moving towards self-reliance.
- f) Becoming increasingly risk aware and increasing understanding and independent action.

2. Raising achievement by boosting self-esteem and motivation
 - a) Raising self-esteem through successful participation and enjoyment.
 - b) Developing a positive attitude to learning.
 - c) Helping demonstrate strengths and understanding of limitations.
 - d) Encouraging responsibility.
 - e) Improving behaviour.

3. Developing social education and citizenship
 - a) The ability to work with others, accept and support them, building relationships.
 - b) Learning to tolerate others and respect their views – understanding equal opportunities.
 - c) Learning to accept the consequences of their own actions.
 - d) Learning to defend their own point of view.
 - e) Encouraging a commitment to voluntary service.
 - f) Exploring attitudes and values they will carry into adult life.

4. Promoting education for sustainable development
 - a) An appreciation of the natural world as a source of interest and challenge.
 - b) A concern for living things.
 - c) An understanding of the need for interdependence between people and the environment.
 - d) Recognition of the effect of present actions on the future.
 - e) An increasing ability to access evidence and make personal decisions.

5. Promoting health and fitness and a positive use of leisure
 - a) Developing a positive attitude to physical activities and a healthy lifestyle.
 - b) Developing and experiencing physical fitness and well-being.
 - c) Achieving success in physical activities.
 - d) Developing self-respect and self-discipline and the ability to cope with adversity.

D) Equal opportunities and inclusion

Everyone concerned needs to ensure that every effort is made to include all children. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion.

It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed, which may over-ride other considerations. Communication with parents is key to decisions being made.

E) Behaviour

Testwood Sports College want to ensure all children benefit from Educational Visits. The EVC will ensure that there is equality of access to school visits whilst bearing in mind Health and Safety legislation following advice from school management and the Outdoor Education Service. We expect all students to behave in a responsible and sensible

manner as they carry Testwood's good reputation with them. Staff will use the standard school discipline plan in the event of poor behaviour. Extreme poor behaviour which is a health & safety risk to others or brings the school into disrepute could result in parents being contacted and asked to collect their child at their own expense and without refund of any costs of the trip.

F) Procedure

The procedure for organising Offsite Educational Visits is as follows:

1. Group Leader to complete Initial Educational Visit Form to obtain permission for the trip from the Headteacher
2. Once permission has been granted, the Group Leader will then complete the following forms:
 - a. Offsite Visit Checklist
 - b. Offsite Visit Summary
 - c. Risk Assessment
 - d. Parent Letter
 - e. Budget Form
3. The Educational Visits Co-ordinator (EVC) and the Finance Director will check and approve/ disapprove the submission
4. Once approved, the Group Leader will organise the booking, the transport and complete cover requests
5. The Group Leader will collect and file permission slips and medical forms
6. The Group Leader will pass all necessary information to the school reception and at least two emergency contacts.
7. Following the trip, the Group Leader will complete the evaluation form.

G) The Group Leader

- a) This is the person with overall responsibility for the administration, programme, supervision and conduct of the venture. They are therefore an important part of the health and safety and good practice support system, and should both understand their own responsibilities and those of the other people in the process who contribute to their support, success and confidence.
- b) The Group Leader has full responsibility for the safe running of the activity including pre-planning and following guidance, and ensuring all participants are aware of their roles. To achieve this, the Group Leader will:
 1. Identify the clear purpose and objectives of the visit
 2. Complete visit documentation, and obtain approval from the Headteacher
 3. Have prior knowledge of the venue – the trip leader should normally have made an exploratory pre-visit
 4. Carry out, and provide a written record of, a comprehensive risk assessment
 5. Ensure that all proper means of transport have been catered for

6. Check that the nature of the activity falls within the scope of the school's insurance; if not, plan as necessary for an appropriate level of insurance cover
7. Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit
8. Arrange briefing meetings with parents, as appropriate, for high risk, residential and foreign visits
9. Liaise with the office to ensure that any specific medical or health issues of pupils or accompanying staff are taken into consideration within the planning and that their needs are catered for
10. Liaise with County EV Officer for foreign visits as appropriate
11. Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for, and to ensure that each pupil knows which adult is responsible for them
12. Continuously monitor the appropriateness of the activity
13. Carry out a review of the trip on return, evaluating its success and recording any near-misses or proposed changes for repeat trips in the future – this should be shared with the Headteacher and the designated member of the SMT is responsible for approving all visits (EVC)

H) Supervision

Each group must be accompanied by at least one teacher and the overall ratio of students to adults must not exceed the limits stated below. It is recommended that a mixed group be accompanied by at least one adult of each sex. Use may be made of parents and other non-teachers to reach the supervision limits listed below. Organisers of off-site activities should consult the EVC concerning the supervision of the activities. Consideration should be given to ensuring the normal teaching of the school can continue without undue disruption when an off-site activity takes place.

1. Activities within a 60 mile radius of the school: 20 students to 1 adult
2. Activities beyond 60 mile radius, IOW, Overseas: 10 students to 1 adult, with a minimum of 2 adults for all groups.

I) Use of Parents/Assisting Adults

Before parents and other assisting adults are used on visits it is imperative that their role in the specific venture is explained to them and appropriate preparation given. Adults without relevant training should not be solely responsible for groups in high risk situations. If a suitably experienced adult who is not a member of staff is to be given sole responsibility for a group of students, they must have had a full DBS disclosure. This is particularly relevant to residential situations. A parent/carer cannot be counted in the staffing ratio if their own child/foster child is on the same trip.

J) Risk assessment and risk management requirements

Risk assessment and risk management are legal requirements. It also needs to be acknowledged that the process represents and promotes good practice.

The process of risk assessment involves the Group Leader and the team in:-

1. Looking for and at the hazards involved.
2. Identifying and assessing the risks.
3. Deciding what control measures need to be put in place to eliminate or minimise the risk.
4. Recording the findings.

The risk assessments are carried out before, during and after the visit as part of the evaluation to ensure that the assessment is still relevant.

K) Communicating with parents or persons with parental responsibility

Communication with parents will be clear, as full as required and interactive, so that questions can be asked and queries answered. Parents' consent to a visit or trip should be based on a good understanding of the purposes, nature and programme for a visit or trip.

Parents should be kept informed of any off-site activity (simply defined as outside the school or school gates).

L) Safeguarding children

All children have the right to be protected from harm. An educational visit, off-site and residential activities, provide a stimulating learning, environmental and, in many cases, a different and more relaxed or interactive environment.

The School is committed to ensuring that:-

1. Safeguarding Children procedures are initiated
2. Ensuring clear lines of communication and effective liaison between staff managing and supervising this work.
3. Ensuring clear lines of communication and effective liaison between all agencies responsible for the safety and welfare of children.
4. Enabling children to understand their rights and recognise and deal with unsafe situations.

M) Safety and emergency procedures

Trip organisers have an implicit 'duty of care' and must take prudent and reasonable steps to ensure the safety and welfare of all those involved. Whilst a trip or visit is in progress, there are always at least two emergency contacts.

The Group Leader will take full details of all pupils in addition to the emergency contact. This precaution is strengthened with the addition of full contact details for each pupil's parents or guardians. Each Group Leader will ensure that at the very least the school mobile is taken, or that the emergency contacts and the School Office have at least one mobile contact number.

First Aid kits are mandatory on any trip and it is the responsibility of the Group Leader to organise this. In the case of emergency medical treatment being required, the Group Leader will make direct contact with the parents. If this situation occurs abroad, then the trip leader acts in loco parentis (as stated on the Medical Form), but parents are contacted as soon as is feasible.

N) Evaluation

The Group Leader evaluates all visits and trips and a short evaluation report is given to the Headteacher and EVC.

The EVC holds all trip records, including evaluation forms, for the duration of the current academic year.

The Headteacher notifies the governors in advance of any forthcoming residential trips.

This policy was approved by the Governing Body and will be reviewed annually.

Date policy agreed:

Date of review: October 2019

Signature of Panel Chair:

Date: October 2016

Signature of Chair of Governors:

Date: October 2016

