



St HELEN'S COLLEGE

Educational Visits Policy

This is a whole-school policy which includes the Early Years Foundation Stage

1 Introduction

We have a large number of trips, out of school activities and visits at St. Helen's College, which are an important part of our educational ethos and provide valuable enrichment opportunities for pupils. We expect that every member of our staff endorses the educational value of activities outside the classroom and as a guide we have an expectation of at least one internal or external visit per term per class. We encourage all staff to participate in them, and to help with the arrangements. We always welcome suggestions from staff for new visits.

The amended Independent School Standards Regulations 2010, which came into effect from 1 January 2013, no longer requires proprietors of Independent schools to have regard to specific guidance. However, our school finds it useful to refer to DfE and OEAP advice.

This policy provides all staff with the requirements to be followed when planning and running educational visits at St. Helen's College. Annex A provides useful references for further guidance.

2 Internal Educational Visits

An internal educational visit is defined as any visit to the school by an individual, group or company that provides children and young people with opportunities to develop and enhance their learning. Examples include visiting theatre groups, educational workshops, musicians, scientists and charity representatives. When arranging a visitor who will be presenting or speaking to the pupils, staff should:

- give preference to speakers who have been recommended, or who have visited the school before, or who are representatives of reputable organisations (e.g. the London Fire brigade);
- ensure that you know the correct and full name(s) of the person(s) visiting ahead of the visit;
- run a Google search of the visitor's name and, if there is one, the organisation which they represent. If you discover any information which gives rise to concern, particularly with regard to radicalisation or safeguarding more widely, revert to LCH and TMS (the DSLs);
- if the search is clear, and there is no reason to doubt the suitability of the visitor, proceed with the booking;
- Email DoA to confirm that you have made the booking. Provide the following information:

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- a. Name of visitor and (if appropriate) organisation
 - b. Date of visit
 - c. Year group(s) to be visited
 - d. Confirmation that you have run a Google search which has not given rise to any concern, and have no reason to doubt the suitability of the person to visit the school.
- DoA will record these details on SCR (register of appointments) in accordance with DfE advice.
 - During the visit, the visitor must not have unsupervised access to the pupils. If he/she says anything which you interpret as an attempt to radicalise the pupils, curtail the session and report the situation to the DSLs.

3 External Educational Visits

An external educational visit is defined as any school excursion that takes children and young people away from their normal place of learning to another location in order to develop or enhance learning. Examples include visits to theatres, museums, castles, farms or adventure centres, local churches and libraries or any residential trip. At St. Helen's College, we operate three types of external visit.

- Residential Visits, which include an over night stay away from home eg. France, IOW, Flatford Mill.
- Visits within curriculum time e.g. one day or half day trips, routine local off site activities including away sports fixtures, local walks to the park, library or post box, PE activities at Court Park, Brunel University or All Saints Hall, rehearsals at the Compass Theatre or Winston Churchill Hall. These lists are for example only, and are not exhaustive.
- Visits beyond normal curriculum hours in term time or weekends e.g. sports fixtures, clubs which take place off site, theatre and concerts visits. These lists are for example only, and are not exhaustive.

This policy applies to external educational visits as defined above.

4 Parental Consent

Following DfE guidance (2014) written parental consent is not required for all visits as the majority of organised offsite activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

Therefore a one off parental consent form may be used for local routine off-site activities and visits within normal curriculum hours. At St. Helen's College all parents are asked, on their child joining the school, to sign a form (adapted from DoE Guidance 2014) giving consent for the school to take children off site, without separate permission. However, specific parental consent will be required for all of our residential visits. Parents will have the option to opt out of any visit, in writing, when the Group Leader sends home a letter with the details of the visit.

See Annex B, the parental consent forms.

5 Role of the Educational Visits Coordinator

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The Director of Co-curriculum is our Educational Visits Coordinator (EVC). She is responsible for approving visits and, in liaison with the SMT, for ensuring that all visits meet the schools requirements. The EVC is responsible for

- ensuring staff are competent to act as Group Leaders;
- providing template planning documents and checklists;
- checking all pre-visit planning ;
- keeping records of all previous visits and
- keeping reports of any accidents or near misses, reviewing systems and monitoring practice.

She also ensures that a variety of curriculum areas are covered, ensuring that visits are spread through the different age groups, and the school year. She helps staff involved with organising visits, by providing training and induction and providing links to venues and providers. The EVC will review the Educational Visits Policy as set out in the policies review schedule and attend EVC training as recommended or required.

6 Role of the Group Leader

Every trip or visit, no matter how short, must be planned in advance by the member of staff, Group Leader, who is charge of organising and running it. Before taking on the role of Group Leader he or she will always have had experience of accompanying school visits with other experienced staff members and this will contribute to them being assessed as competent to be a Group Leader.

The Group Leader has overall responsibility for the supervision and conduct of the visit including direct responsibility for the pupils' health, safety and welfare.

The Group Leader must

- be an employee, approved to carry out the visit, suitably competent and knowledgeable about the school's policies and procedures;
- book the trip details in advance, following guidelines, for approval;
- check that the provider of activities or venue has public liability insurance;
- plan and prepare for the visit, assessing the risks and completing all planning documents;
- request approval for use of staff for visits from SMT;
- arrange a pre-visit meeting with support staff to define the roles and responsibilities of other staff to ensure effective supervision on the visit;
- prepare and share a visit information pack for support staff;
- nominate a Deputy Leader for all visits. S/he may not hold the qualifications of the Group Leader but is nevertheless capable of taking over that role, if necessary;
- ensure all parent helpers are aware of the purpose of the visit and their role whilst on the visit;
- communicate to parents information regarding the visit and
- complete an evaluation form after the visit and return it to the EVC.

Group leaders are encouraged to make pre-visit visits to venues to assist them to make adequate assessments of the risks and plan the visit.

During the visit primary responsibility for the safe conduct of the visit rests with the Group Leader. He or she has sole responsibility for amending the itinerary in the event of unforeseen delay or sudden deterioration in weather conditions. Group Leaders should have a mobile phone with them and it is advisable to have access to a credit

card they can use in the event of an emergency. S/he may delegate part or all of the responsibility for the following to one or more of the accompanying staff.

- Carrying out regular head counts, for example on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, hotel.
- Staying together as a group, even though subdivided into smaller groups. If groups are out of sight of each other, staff should be able to keep in contact with mobile phones.
- Informing children of a safe place to return to in the unusual event of becoming detached from the rest of the party.
- Minimising the amount of down time and ensuring that pupils are still supervised in down time periods.
- Checking that all pupils wear their seat belts.
- Ensuring fire exits and escape routes are known by all staff and pupils at venues.
- Checking the fire exits and escape routes at each hotel or hostel. Ensuring that every pupil takes part in a fire drill upon arrival and knows the emergency escape route and assembly point at each hotel.
- Ensuring that sleeping accommodation is suitable and located together (preferably not on the ground floor).
- Setting times for pupils to be in their rooms at night. Conducting checks (using the other staff).
- Enforcing expected standards of behaviour.
- Ensuring professional standards are maintained by staff.
- Looking after – or reminding pupils to look after – passports and valuables.
- Storing cash, travellers' cheques and tickets in the hotel safe.
- Keeping an account of all expenditure.
- Recording all accidents and near misses.
- Administering and recording medicines.

The Outdoor Education Advisers' Panel guidance for visit leaders (2014) is a useful reference and should be read by all Group Leaders. <http://oeapng.info/visit-leader/>

7 Role of other staff members

Other staff members participating in visits are required to support the Group Leader and ensure they are aware of their role for the visit and the activities they will be participating in. All supporting staff should attend a pre-visit planning meeting with the Group Leader. They should also be aware of the school's policies and procedures, particularly in the event of an emergency and if the Group Leader is incapacitated. Office and welfare staff may assist with visits. We hope that sports coaches and visiting music staff will participate in sports and music visits. Non participating staff should support colleagues in the preparations for visits and by undertaking cover duties for the period of the visit.

8 Staff Dress on Visits

All staff should be appropriately dressed for each visit, maintaining professional standards at all times. Where visits require the pupils to be dressed formally in smart school uniform, staff dress should also be smart and formal. Where visits require pupils to dress informally in PE kits for more physical tasks or outside terrain, staff should also be appropriately dressed for this type of visit environment. Branded school staff kits should be worn where possible to help with staff identification in pupil areas. If pupils have been instructed not to wear jeans then staff should also not wear jeans on the

visit. On all visits footwear should be appropriate, comfortable for walking and allow for rapid movement if required in the event of an emergency.

9 Parent helpers

We encourage parents to accompany some school day visits. It is the school's policy where possible only to use parent helpers who are DBS checked on visits. If parents are not DBS checked, the Group Leader must ensure they do not have any unsupervised contact with the pupils. Parents do not accompany residential visits unless deemed necessary to support their own child with a specific medical condition. The Group Leader should ensure all parent helpers are aware of the purpose of the visit and their role whilst on the visit. They should also be made aware of the school's emergency procedures and sign the Guidance for Volunteer Helpers form (see Annex C). We welcome all parents at sports fixtures as spectators.

10 Personal Liability and Insurance

The law places the Group Leader "in loco parentis". It explains that their responsibility is to "act as any reasonable parent would do in the same circumstances." The HSE guidance "School Trips and Outdoor learning activities: tackling the health and safety myths" <http://www.hse.gov.uk/services/education/school-trips.pdf> (2011) is a useful reference and should be read by all Group Leaders. Staff who take part in visits and activities outside school may feel concerned about the possibility of being held personally liable if an accident should occur. However, they can be assured that St. Helen's College, as their employer, will always stand behind them in the unlikely event of an accident occurring, provided they have exercised reasonable care and followed the school's policy and guidelines.

The school holds employers' liability Insurance and public liability insurance, as well as a group travel policy that covers visits inside the UK and overseas. Cover includes cancellation or delay, medical expenses, replacement of passports, personal possessions and money. The policy covers all school visits but does not cover all adventurous activities. Any member of staff organising an adventurous or hazardous activity should therefore check, via the EVC, whether or not the activity is covered by the school's policy. An extension usually can be arranged.

Group leaders must check that the provider of activities or venue has public liability insurance and can provide evidence of this e.g. a copy of their insurance certificate or details of their insurer and policy number.

11 Training

We arrange for the EVC to hold a biennial training session with all potential Group Leaders, which covers practical guidance on completing pre-visit planning, conducting risk assessments, emergency procedures, the school's insurance cover, budgeting for visits and the circumstances under which a visit might be terminated or curtailed, for instance if weather or sea conditions suddenly deteriorate, and the evaluation of the visit. The school will also arrange and fund First Aid courses, as well as courses in driving minibuses for all staff who are involved in visits if necessary.

12 First Aid Provision

We expect all Group Leaders either to hold a valid First Aid certificate themselves, or to ensure that one of the other teachers accompanying the visit from Years 1 – 6 holds one. In the Foundation Stage we expect Group leaders to either hold a valid Paediatric First Aid Qualification themselves or ensure that one of the other teachers

accompanying the visit does. It is the responsibility of all staff on a visit to provide adequate and reasonable first aid care for pupils and colleagues.

It is a requirement for Group Leaders to check the names of all pupils participating with the Welfare Officer and discuss any medical needs there might be. Where a pupil has specific medical needs it may be deemed necessary for a member of the welfare team trained to support the pupil or their parent to accompany the visit. Group leaders must have a first aid kit with them and all medication required for pupils with written instructions for it whilst on the visit.

13 Illness or Minor Accidents

If a pupil has a minor accident or becomes ill, the Group leader or another member of staff will take him/her to the local hospital or clinic. The Group Leader should phone the pupil's parents if their child has suffered an accident or injury that is serious enough to require medical treatment – as opposed to minor cuts and bruises. If the visit is outside the UK, s/he will notify the insurers on their helpline to arrange (where possible) for the medical bill to be sent directly to the insurance company for settlement. If the accident is more serious, the school's medical insurers may arrange for the pupil, accompanied by a member of staff, to be repatriated to the UK.

14 Special Needs and Disabilities

At the early planning stages, Group Leaders must plan to involve fully pupils with special needs or disabilities, or to make reasonable adjustments to ensure the fullest possible participation. It is a requirement for Group Leaders to discuss with the SENCo concerns about the trip for C.A.N pupils.

14 Transportation on visits

Walking

Some routine local offsite visits will involve pupils walking from school to the venue and crossing a main road; this includes visits between the school sites. For most routine local off site visits involving pupils in Foundation stage a staff:pupil ratio of 1:6 or better must be employed. At least 4 adults, including 3 staff members, should accompany each class. For Years 1 – 3 a ratio of 1:8 or better must be employed and for Years 4,5, and 6 a ratio of 1:12 or better must be employed with at least 2 members of staff accompanying each class. Staff should position themselves at the front and back of groups and hi-visibility jackets should be worn by staff in these positions and some pupils should also wear hi-visibility jackets.

Where the routine local offsite visit is a regular walk to sporting facilities in nearby Court Park, and does not include crossing a main road, staff will be able to take Y3 – 6 classes on their own; however, support from other staff will be provided at times when the car park and road outside the school can be busy. One staff member should position themselves in the road to stop traffic and see children across the road whilst other members of staff should be either at the front or back of the group. All pupils should be made aware of road safety and expected standards of behaviour when walking.

Further guidance about walking groups of children off site can be found in the staff handbook.

Coaches

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Only reputable coach companies are used and companies should be able to provide the school with evidence of appropriate insurance. Seat belts should be provided for all passengers on coaches in the UK and where possible abroad. For journeys of longer than one hour, coaches should have toilet facilities on board. Staff should be seated throughout the coach including at emergency exits to maintain control of all areas during the journey and in the event of an emergency. For more information please refer to the staff handbook.

Minibus

No one should drive the school minibus unless s/he has qualified as a minibus driver. Arrangements for travel on the minibus will be as follows;

- For all minibus journeys involving pupils from Nursery to Year 2 the driver and an additional member of staff must accompany the group. The driver will be responsible for the driving and the second staff member will be responsible for supervision.
- For any minibus journey involving pupils in Years 3 – 6 beyond the local area, defined as a journey of longer than 10 minutes, a driver and an additional member of staff must accompany the group. The driver will be responsible for the driving and the second staff member will be responsible for supervision. See Annex J for a list of regularly visited venues beyond the local area.
- For any minibus journey within the local area, defined as a journey of no longer than 10 minutes, a driver may accompany pupils from Years 3 – 6 by themselves. However arrangements must be made for a designated person to be available at school to attend by car if a problem arises. See Annex K for a list of regularly visited venues within the local area.

The minibus driver must observe the school guidance and understand that they are legally responsible for the condition of the vehicle, not to drive whilst taking medication which could affect their ability or judgement, know what to do in an emergency, know how to use fire fighting and first aid equipment, avoid driving for long periods, take into consideration the effects of teaching and the working day and have regular medical checks. The Head is responsible for ensuring regular checks are made on the minibus in accordance with DVLA regulations and guidelines.

Trains

The school policy is to use greener methods of transportation whenever practicable and this includes using local train services. This will normally only apply to visits involving older pupils. The Group Leader will ensure appropriate supervision and discipline is maintained at all times, pupil/staff ratios are maintained in carriages, pupils are instructed to stand back from the platform edge when waiting on the platform, pupils remain seated whilst on the train and pupils are aware of the expected standards of behaviour of the school. The Group Leader will also make staff and pupils aware of what to do if a pupil or staff member becomes detached from the group either on a train or on the platform.

Ferries

The Group Leader will ensure appropriate supervision and discipline is maintained at all times. Pupils will be made aware of the expected standards of behaviour and areas where they can go and not go. Pupils should not go on outside decks unaccompanied and without adequate supervision. The Group Leader will also make

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staff and pupils aware of what to do in an emergency and where emergency procedures are displayed.

Cars

The school's policy is to discourage staff from transporting pupils in their private cars, and only to do so in the event of an emergency. If it is necessary for a staff member to transport pupils in their private cars for a planned visit the staff member must provide the school with documentary evidence of a valid MOT, Road Tax and insurance cover for transporting children. Written parental permission must be received in advance for planned use of a staff car. Pupils should always be seated in the rear of the vehicle and wear a seat belt. Lone children should never be transported in a member of staff's car except in an emergency. It is the school policy never to allow pupils to be transported in cars belonging to parent helpers (unless the parents make a private arrangement that does not involve the school).

14 Staff/Pupil Ratios for Visits

Current advice from Outdoor Education Advisors' Panel (2016)
<http://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision/>

Arrangements for supervision, including staff/student ratios, must take into account the nature of a group and the individuals in it. It is therefore important that, when planning a repeat visit or a series of activities, the previous plan (no matter how well it worked in the past) is reviewed to ensure it meets current group needs.

Ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/student ratios for a particular age group or activity,

Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may only be appropriate where the activity is relatively straightforward and the group has no special requirements.

For example, following "starting point" ratios are suggested:
School years 1 - 3, 1:6
School years 4 - 6, 1:10/15

Without special safeguards or control measures, these ratios will not be adequate to meet the needs of most residential or more complex visits.

These ratio "starting points" will be applied to most off site visits with the exception of some routine local off site activities.

The Early Years Foundation Stage (EYFS) Statutory Framework no longer sets out different requirements for minimum ratios during outings from those required on site. The appropriate ratio on an outing is always likely to be better than the legal minimum that applies otherwise (either 1:8 or 1:13 in early years settings and 1:30 in infant classes in maintained schools).

The following "starting point" ratios are suggested:
Foundation years 1:5

All staff:pupil ratios must be included on the written risk assessment for all visits.

15 Residential Visits – Accommodation

The Group Leader should ensure in the planning stages that sleeping accommodation is suitable and located together (preferably not on the ground floor). If sleeping accommodation is split in different buildings then there must be a minimum of two staff members in each accommodation block. Staff should not be isolated and on their own with children overnight on residential visits. Boys and girls will be accommodated in separate areas with their own bathroom facilities. Staff will be provided with private accommodation and where possible with their own private bathroom facilities. The Group Leader with colleagues will plan in advance the rooming of pupils taking into account pupil requests and group dynamics.

16 Delayed Return

If a visit is delayed, the Group Leader should phone the school office, or the DoA or Head (out of school hours), who will in turn text all the parents on their contact numbers to alert them to the delay and the revised time of arrival. Group leaders should keep the school informed and updated of estimated time of arrival regularly. An email messaging service may also be used to inform parents as well as information on the school website.

When return journeys are delayed and it becomes clear that the party will be 15 minutes (or more) late returning to school, the following actions should be followed.

1. Group leader phones the school as early as possible to alert the office staff. If the office is closed then the DoA or Head should be telephoned.
2. Office staff (or DoA or Head)
 - a) sends a text message to all parents affected, alerting them to the delay and providing an estimated time of arrival (ETA), and
 - b) puts a notice board out at the point of collection to alert parents whose phones are off.
3. If the ETA changes by more than 15 minutes due to further traffic or other problems, the group leader phones again with an update.
4. Office staff (or DoA or Head) text the updated ETA to the parents and update the notice board.
5. If the party is likely to return after the office closes (4:30 p.m.) a member of the SMT must remain at school to coordinate communications and greet the party on arrival.

17 On Return

Each Group Leader is asked to complete and return an evaluation form to the EVC with a report of personal observations, successes of the visit, amendments to future visits and any accidents or near misses, and lessons that can be learnt. The Group leader should return all school property including returning all medication to the welfare officer for checking.

18 Charges for Visits

Some visits will incur a charge to parents. Where additional parental consent is not required for visits e.g. within curriculum time and visits beyond curriculum time the charge for these visits will be added to school fees in the following term. Parents will be informed of the charge in the letter with the visit details on from the Group Leader. For residential visits, charges will be notified to parents in advance and added to school fee invoices. The Group Leader must agree, in advance of any letter to parents, the rate of charge for the visit with the EVC and the finance officer to ensure costs have been calculated correctly and that all the school's costs are met.

19 Expenditure

The Group Leader is responsible for returning any unused cash or travellers' cheques to the finance officer. The Group Leader is also responsible for producing a schedule of all expenditure on the visit. Unused balances will be returned to the parents by way of credits shown on the next school bill.

20 Report for School Magazine, Newsletter and Class Blogs

The Group Leader should draft, or arrange for a pupil to draft, a short report of the visit with photographs for inclusion in the school magazine and newsletter. On residential visits a short blog should be written and published.

21 Emergency Procedures (see Annex D)

In the event of a serious accident resulting in the death or injury of one or more of the pupils and staff, the Group Leader's first priority would be to summon the emergency services, and to arrange for medical attention for the injured. One of the accompanying members of staff or staff member on call should accompany the injured pupil(s) to hospital. The child's parents must be contacted immediately. NB When pupils first join the school, parents sign to provide permission for emergency medical treatment to be given if they cannot be contacted.

Ensuring that the rest of the group were safe and looked after, and informing the Head or on-call member of the SMT of what had happened would be the next tasks for the Group Leader, who would need to give as full, calm and factual account as the circumstances permitted. Where the full facts had not yet emerged, he or she should say so, and ensure that follow-up communications with the Head are maintained. He/she would also need to arrange (perhaps using the Deputy Leader or another member of staff) for the school's insurers to be contacted as quickly as possible, together with the British Consul, if the accident happened overseas. A full record should be kept of the incident, the injuries and of the actions taken.

At school, depending on the nature of the incident, we may implement our own communications plan for informing as swiftly as possible both the families of the injured, and the families of those who are unhurt. We recognise that in an era of instant communications, it may not be possible for us to be the first to break the news. Nevertheless, we firmly believe that we have an important duty to speak personally to the parents of any pupil who has suffered some injury or mishap. We will use mass communication methods (SMS, email, messages on our website, local radio) for communicating with those whose children are not affected.

Where possible, communication with the media should be left to the Head. The Group Leader should refer the media to the school. If comment is unavoidable, it should be factual, calm and no attempt made to cover gaps in knowledge. Pupils should be discouraged from talking to the media.

22 Actions to be followed by staff if a child goes missing on an outing

1. An immediate head count would be carried out in order to ensure that all the other children were present.
2. Supervising staff would search the immediate vicinity.
3. Inform the management of the venue, request their assistance and arrange a search.
4. Extend the search to surrounding areas within the venue.
5. Inform the Head/DSLs by mobile phone.

6. Ask the Head to ring the child's parents and explain what has happened, and what steps have been set in motion. Ask them to come to the venue or the school at once.
7. Contact the Police.
8. The remaining children would be taken back to school. At least one member of staff would remain at the venue.
9. The DSL would inform the Local Children Safeguarding Board.
10. The school would cooperate fully with any Police investigation and any safeguarding investigation by Social Care.
11. ISI/Ofsted would be informed.
12. The Insurers would be informed.
13. If the child is injured, report would be made under RIDDOR to the HSE.

23 Educational Visits Procedures

The amount of advance preparatory work needed will vary considerably with the type of visit. Very little preparation may be needed for walking with a group of pupils to a local church, spending an hour there and walking back in time for school lunch. By contrast, a residential visit requires considerable research and preparation. Repeat visits and shorter visits will need less planning, and can be arranged at shorter notice. Group Leaders may draw upon the EVC's stock of generic risk assessments and background material when planning regular repeat visits to familiar destinations.

The Group Leader is required to:

- 1) In the case of residential visits book the visit with the EVC at least **two terms** in advance and provide all pre-planning documentation to the EVC at least **two weeks** in advance of the visit for checking.
- 2) In the case of visits within normal curriculum time book the visit with the EVC at least **one term** in advance, normally by the preceding term's half term and provide all pre-planning documentation to the EVC at least **one week** in advance of the visit for checking. The exception to this being regular weekly routine off site visits where pre-planning will be conducted at the beginning of each term.
- 3) In the case of visits beyond normal curriculum time book the visit with the EVC at least **two weeks** in advance and provide all pre-planning documentation to the EVC at least **two days** in advance of the visit for checking.
- 4) If an opportunity arises for a visit to occur at short notice the EVC should be informed immediately so approval can be sorted and pre-planning organised.

24 Pre-Planning documentation

The Group Leader is required to produce pre-planning documentation and share this with the EVC to confirm the visit can go ahead. The exception to this will be routine local off site activities where annual risk assessments and planning will be held and should just be referred to. The pre-planning documentation will include:

- a) General visit information – see Annex E
<https://docs.google.com/document/d/1uMeoxw15VnZ0SIPwBNJZEMI2Vqe7cRxuJN5EKCpHbDs/edit>
- b) Completed appropriate pre-planning checklists - see Annex F
<https://drive.google.com/drive/folders/0B1AV8L3scoCBWF9ISVVaUm9oWk0>
- c) Risk assessments – see Annex G

https://drive.google.com/drive/folders/0B_eho3FgPT0QUzJRZzl2ZWRhbmc

d) Letter to parents informing them of the visit – see Annex H

<https://docs.google.com/document/d/1-nzwamYjyVwOt53ZdduHvabY0-i87oupF8csb2Ws0DA/edit>

e) Data Collection sheet for each pupil (created through SIMS)

f) A written itinerary of the day/days

g) Evidence the provider of activities or venue has public liability insurance.

The EVC will provide all Group Leaders with an electronic pack of all pro forma documents to be completed in Google docs.

The Group Leader is also responsible in the pre- planning stage for informing the Deputy Head of any cover needed for the visit and informing specialist teachers including visiting music teachers when pupils will be away from school.

24 The Risk Assessment

As part of the visit pre-planning the Group Leader can use an existing generic risk assessment for regular visits or complete a specialised risk assessment if necessary and obtain risk assessments from visit venues if required. It is not always necessary for Group leader to create risk assessments from scratch. The EVC has a number of generic risk assessments that cover sports fixtures, theatre and museum visits and most of our regular visits. These can be used as a starting point for Group Leaders and can be adapted for their specific visit. See Annex G.

The Outdoor Educators Advisors' Panel guidance "Risk Management an overview" (2016) is a useful reference. <http://oeapng.info/downloads/download-info/4-3c-risk-management>

Professionally operated licensed activity centres and tour operators specialising in school visits will conduct their own risk assessments. The Group Leader should ask for copies at the planning stage. Provided that he/she is satisfied, it will meet the requirements of the school for the activity part of the visit. Additional risk assessments will probably be needed to ensure complete coverage of all aspects of the visit.

In line with new government guidance regarding school visits schools should: "always take a commonsense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help children to undertake activities safely, not to prevent activities from taking place. They cannot remove risk altogether and they should not require needless or unhelpful paperwork" DfE Feb 2014

25 Post Visit Documentation

Group Leaders will also complete a post visit Evaluation and Feedback Form, see Annex I.

<https://docs.google.com/document/d/1FhEFlqZBYBnflkgm1UTKtqwf5I0ELDcqENzeXAmcRBY/edit>

Author(s)	SAW
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Next review	May 2018

Annex A:

Useful References

A. The Outdoor Educators Advisors' Panel "Group Management and Supervision Good Practice" 2016 <http://oeapng.info/downloads/download-info/4-2a-group-management-and-supervision/>

B. "School Trips" and "Minibus Safety", ROSPA guidance documents <http://www.rospa.com/rospaweb/docs/advice-services/school-college-safety/school-visits-guide.pdf>

<http://www.rospa.com/rospaweb/docs/advice-services/road-safety/practitioners/minibus-code-of-practice.pdf>

C. The Outdoor Educators Advisors' Panel "Risk Management Good Practice" 2016 <http://oeapng.info/downloads/download-info/4-3c-risk-management>

D. "School Trips: Glenridding Beck," Health & Safety Executive guidance documents <http://www.hse.gov.uk/aala/glenridding-beck.htm>

E. Council for Learning Outside the Classroom <http://lotcqualitybadge.org.uk/>

F. 'Taking students off site' ATL guidance document <http://www.atl.org.uk/publications-and-resources/legal-employment-advice/taking-students-off-site.asp>

G. "What is Outdoor Learning?" and "Why does Outdoor Learning Matter?" Institute for Outdoor Learning guidance documents, www.outdoor-learning.org

H. Health and Safety Executive "School Trips and Outdoor Learning Activities Tackling the Myths" <http://www.hse.gov.uk/services/education/school-trips.pdf>

I. DoE Health and Safety Advice for Schools 2016 <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

St. Helen's College
Communications Policy

Annex B:

SCHOOL VISIT CONSENT FORM

https://docs.google.com/document/d/1_RhSDbslAkoqCmbXAi5udU1IUQK8dbMpd3IEMFeEBJo/edit

RESIDENTIAL SCHOOL VISIT CONSENT FORM

<https://docs.google.com/document/d/1IRKz73Y4dgCRGHkAvvoY0fuBrB6WjSpB4Q-XLSiWw7o/edit>

Annex C

Guidance for Volunteer Helpers

<https://docs.google.com/document/d/1Ynb4EnqTBhhCUoxhHNJNHOElxX4pekRmqfC3prPLLs/edit>

Annex D:

School Emergency Procedure

https://docs.google.com/document/d/1kOzfshDeofU77PXDVL0q5TzakfD7OHX49yIp_I0B0Jc/edit

Annex E:

General Information on the Educational Visit

<https://docs.google.com/document/d/1uMeoxw15VnZ0SIPwBNJZEMI2Vqe7cRxuJN5EKcPHbDs/edit>

Annex F

Check lists for Preparatory Arrangements for Visits

<https://drive.google.com/drive/folders/0B1AV8L3scoCBWF9ISVVaUm9oWk0>

Annex G

Examples of Generic Risk Assessments

https://drive.google.com/drive/folders/0B_eho3FgPT0QUzJRZl2ZWRhbmc

Annex H:

Sample Letter to Parents for a 1 day visit

<https://docs.google.com/document/d/1-nzwamYjyVwOt53ZdduHvabY0-i87oupF8csb2Ws0DA/edit>

Sample Initial Letter to Parents for a residential visit

<https://docs.google.com/document/d/14xG0cUWHRgpSbAy0XOSOXYwbe1PmxVr8ue2VmTZL5QQ/edit>

Annex I

Evaluation and Feedback Form for an Educational Visit

<https://docs.google.com/document/d/1FhEFlqZBYBnflkgm1UTKtgwF5I0ELDcQENzeXAmcRBY/edit>

Annex J

Minibus list of regularly visited venues beyond the local area requiring a driver and an additional member of staff

Name of venue
Buckingham College
Northwood College
Reddiford School
Orley Farm School
John Lyon School
Northwood Prep
St Mary's School
Langley Manor School
Cowley St Laurence Primary School
Harmondsworth Primary School
Heathrow Primary School
Rabbsfarm Primary School
St Catherine's Primary School
Laurel Lane Primary School
Eurotalk Regional Centre

This list is not exhaustive and will be revised and added to as new venues are visited.

Annex K

Minibus list of regularly visited venues within the local area requiring only a driver.

Name of venue
Hermitage Primary School
Highfield Primary School
Oak Farm Junior School
Ryefield Primary School
St Andrew's Primary School
St Bernadette's Primary School
St Mary's Primary School
Whitehall Junior School
Swakeleys/Abbotsfield Secondary Schools
Bishopshalt Secondary School
Rosedale College
Hillingdon Fire Station
Hillingdon Leisure Complex
Denham Country Park
Brunel University

This list is not exhaustive and will be revised and added to as new venues are visited.