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PARKWOOD HALL CO-OPERATIVE ACADEMY

Parkwood Hall Co-operative Academy

"Growth through Personal and Social Learning"

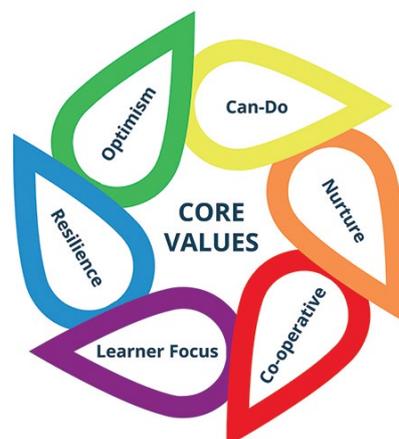
Non Statutory Policy File

EDUCATIONAL VISITS

Index No: 29 (v1.0)

Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Our Core Values



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EDUCATIONAL VISITS

1 RATIONAL

Parkwood Hall is a Co-operative Academy and we have adopted the values of the co-operative movement to assist us as we govern the school. Our co-operative values are self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others. These are the ways in which we do things at our school and they sit at the heart of all our policy development.

Our key curricular developing Co-operation, Creativity and Independence, with an emphasis on students' experiences being first hand, realistic and meaningful.

Staff at Parkwood Hall understand that carefully planned and well-executed educational visits provide extremely valuable experiences and opportunities for our students, enhancing learning with real life experiences.

In line with the DfE and HSE guidelines, all educational visits at Parkwood Hall are planned with the health and safety of the students uppermost in our mind - alongside the educational objectives.

This policy has been written with reference to the OEAP Employer Guidance as its operating Guidance for the management of Visits and learning Outside the Classroom (LOtC) activities

All visits that take students off the school site count as educational visits and this policy applies in all instances.

Staff leading Educational visits must be aware of the contents of Appendix 1 key actions and information

2 STRIKING THE BALANCE

- Striking the right balance means that:
 - Schools and staff focus on real risks when planning trips
 - Those running trips understand their roles, are supported, and are competent to lead or take part in them
 - The real risks are managed during the trip
 - Learning opportunities are experienced to the full (taken from the HSE guidance):

- We offer students a range of educational activities off site, including:
 - Sports participation, for example swimming, gym, badminton, football and athletics
 - Social skills activities in the wider community, to apply skills and knowledge practised in school

- Residential opportunities
- Visits to arts and cultural venues within the wider area, including participation in shared artistic experiences
- All educational visits are chosen, planned and organised in such a way as to ensure that students derive the maximum educational benefits from the visit. All our educational visits adhere to the practice recommended by and ethos of the Council for Learning Outside the Classroom (LOtC). A member of the residential team also leads on LOtC activities after-school and during Treetops sessions.

3 CONSENT

3.1 Parent/Carers

- i. For regular activities (e.g. Visits to local facilities within the school day) a General Consent form is used when the student starts with us in line with dfe guidance. Parents and carers are informed of the time and date of weekly trips, including swimming, and any other trips
- ii. Where a trip is of greater than usual duration or distance, or where it may involve particular risks or activities (e.g. Zoos, activity centres, residential activities) we obtain Specific Consent

3.2 Principal

- For activities not covered by general consent the Principals consent will be required. The principal has delegated this responsibility to the Educational Visits Co-ordinator (EVC)

3.3 Governing Body

- For all educational visits of a residential nature or oversees, specific written permission must be obtained from the Governing Body by the group leader prior to any plans and arrangements being made to proceed with the visit.
- To give informed consent governors should ensure they are aware of the planning for the visit and the risk assessments that has taken place. They must be able to satisfy themselves that the level of risk has been managed to an acceptable level.

4 PROCEDURES AND GUIDELINES

4.1 General

- Staff wishing to plan and undertake a visit (prospective visit leaders) should apply verbally to the EVC for permission to plan the visit.
- Once granted they should submit the details by completing the school visit pack for all non-residential visits and/or non-adventurous visits. This paperwork should then be sent to the Assistant Head for the relevant Learning pathway. for checking and signing off before it is passed to the EVC.

- **For trips of a residential nature**, a written application for permission should be made to Parkwood Hall's Governing Body as soon as possible after securing verbal permission from the EVC;
- When using a provider, you do not need copies of their risk assessments. If they hold a valid Learning Outside the Classroom (LOtC) Quality Badge (or, in the case of adventurous activities within the scope of the schemes, an AALA licence or Adventure mark) this provides assurance that they meet accepted standards of risk management. Otherwise you should seek written assurance that they have appropriate risk management systems in place.
- When using an external provider, such as an activity centre, for which you have received appropriate assurances, you need to assess the risks only for those aspects of the visit where Parkwood staff are in charge (e.g. transport to and from the venue and supervision during non-programmed time).

The group leader/s **MUST** familiarise themselves with the **different deadlines**

- Permission from the Educational Visits Co-ordinator (EVC) for the visit to go ahead will be granted if the visit can be accommodated within the school timetable and the ethos of the visit is one with which the school wishes to be associated;
- When the visit involves **additional or high risk** activities, foreign travel or is a residential visit then the group leader after obtaining verbal permission to plan the visit and the written approval from the Governing Body, and send this to the EVC who will check the details of the visit and submit for approval that all the procedures have been satisfactorily completed.
- Once outline permission, and any necessary approval and Governing Body, has been received the visit leader can complete the planning organisation and bookings for the visit. When all details are complete they must be submitted to the EVC for final approval a **minimum of 14** days before the visit and ideally no further changes should be made after this time;
- Regularly repeated visits may receive block annual approval subject to parents being made aware of every visit, especially any involving a return time outside the normal school day;
- Following each visit the group leader/s will undertake a review ***Evaluation of the Visit/Activity***.
- Any incidents or accidents will be reported in accordance with the school and venue reporting requirements.

All school staff will be made aware of the requirements of this policy and any changes that are made when the policy is reviewed.

4.2 Planning Off-Site Visits

- Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning take place. This involves considering the dangers and difficulties that may arise and making plans to avoid them.

- The Principal has overall responsibility for all off-site visits. This responsibility is delegated in turn and by degrees to the EVC and the group leader/s to carry out the detailed planning required. The Principal retains the responsibility of ensuring that the EVC and group leader/s are qualified to plan and or lead the visits they are intending to and have the necessary experience.
- The group leader MUST agree all plans with the EVC..

4.3 Risk Assessment

- A risk assessment must be carried out before setting off on a visit, using Parkwood Hall's Risk Assessment Evaluation Form.
- Parkwood has risk assessed the following activities and these risk assessments are provided as part of staff induction and to supply staff on arrival.
 - Community Learning
 - Swimming (Specific Risks),
 - Modes of travel
 - Mini Bus & Coach
 - On Foot
 - Train/tube
 - Public Bus
 - Eating and drinking guidelines for outside of the dining hall.
 - Food technology
 - Use of bikes on school grounds
 - The green Gym
 - Gardening
- Where applicable, risk assessments should be received from Centres, professional visit organisers (if they are being used) and/or the venues to be used. These risk assessments should be evaluated to ensure they meet the levels of safety required for the students at Parkwood Hall.
- Where a trip falls under the **criteria for additional risk assessments** eg day visit to new location additional trip planning forms will be required.
- The group leader/s has/have responsibility for producing the 'final' risk assessment and this will determine the adult:student ratios for each visit The EVC will consider adult:student ratios for each individual visit request taking into consideration the individual needs of the students within the group and the activity to be undertaken.
- The risk assessment must include the following considerations:
 - What are the risks and who is affected by them?
 - What safety measures need to be in place to reduce risks to an acceptable level?
 - Can the group leader/s guarantee that these safety measures will be provided?
 - What steps will be taken in an emergency?
 - What is the acceptable ratio of adults to children for this visit? (see section on supervision.)
 - The type of activity and the level at which it is being undertaken;

- The location;
 - The competence, experience and qualifications of supervisory staff;
 - The group members' age, competence, fitness and temperament;
 - The special educational, behavioural or medical needs of the students;
 - The quality and suitability of available equipment;
 - Seasonal conditions, weather and timing.
- The group leader/s and other supervisors should continually reassess the risks throughout the visit and take appropriate action if students are in danger.
 - As part of the risk assessment measures, students will be made aware of emergency procedures prior to the visit.

4.4 Emergency Procedures

- The school will have in place, agreed procedures to follow in the case of emergencies. These are detailed in the school's risk assessment pack on the first page. They will name a school contact for any visits that extend beyond the school day, who will act (if needed) as a link between the school, parents, and the group on the educational visit.
- In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the school must be contacted as soon as possible to inform the Principal or designated contact person so that they can decide: -
- If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the group leader will be designated to undertake this task, if not, then the school contact will.
- However, if the incident is very serious (e.g. involves a disabling or life threatening accident, or a fatality) then the Principal, deputy will instigate its School Emergency Management Plan.

In the event of a party being overdue and without contact by more than 1 hour, the school, or the school contact, must investigate the reason and may, where appropriate, need to involve the police.

4.5 Exploratory Visit

- Wherever possible the group leader/s should undertake an exploratory visit to:
- Ensure that the venue and activities on offer are suitable to meet the aims and objectives of the school visit;
- Assess potential areas and levels of risk;
- Ensure that the venue can cater for the needs of the staff and students in the group;
- Ensure that the group leader is familiar with the area before taking a party of young people.

- If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue.
- In some cases, such as when taking walking parties to remote areas or if planning activities involving a seaside trip, it may be appropriate to obtain local information by contacting the local Tourist Board for information such as lifeguards, tides, etc.

4.6 First Aid & Medical Considerations

- At Parkwood Hall, most residential school visits will have the school nurse as part of the supervisory adults, in addition to a number of qualified first aiders. **For all visits, a minimum first aider to student ratio of 1:6 will be aimed for.**
- All adults in the group and the more able students should know how to contact emergency services, especially when the visit is overseas and if appropriate, some knowledge of first aid.

For residential Visits:

- A suitably stocked first-aid box;
- A person appointed to be in charge of first-aid arrangements
- A key member of the staff group (school nurse, group leader or deputy group leader) to be responsible for student medication;
- All groups leads to carry individual first aid packs/bags with students' medical forms in there.

First Aid should be available and accessible at all times.

- If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other students. The EVC should take this into account when assessing what level of first-aid facilities will be needed and group leader/s should also take this into consideration when assigning adults to the 'sub-groups'. The contents of a first-aid kit will depend on what activities are planned and will generally be prepared by the school nurse in consultation with the group leader/s.

On visits where the school nurse is in attendance:

- S/he will have overall responsibility for administering medication to students requiring regular or any other medication. Where groups are split up, the school nurse in consultation with the group leader/s will determine which members of staff may be given responsibility for the medication of the students in their groups.
- The school nurse will also have the responsibility of collating all the relevant medical information and forms prior to the visit and sharing the information as appropriate with other adults in the group.
- Where a student or students have **controlled drugs**, the school nurse will be responsible for the safe-keeping of the controlled drugs at all times. In cases of emergency and the school nurse being unavailable, this responsibility falls to school group leader/s.

4.7 Supervision

i) Near Supervision

- At Parkwood Hall, staff will use near supervision *the vast majority* of the time. in that at all times, all students will be in clear view of at least one member of school staff in the day time (except when a student is using a 'bathroom' or such facilities, when we will follow our risk assessment)

ii) Remote supervision

- On rare occasions and with the parental consent and with adequate regard to student's maturity, cognitive ability and awareness of the need for self-care students may be remotely supervised, but this must be with the **permission of the Principal/EVC.**

iii) Room Supervision

- On residential journeys, student bedrooms will be adjacent to staff bedrooms and if they have connecting doors these should be unlocked. During camping trips, a WNA will patrol the campsite and will be responsible for supervision and security during specified times.

iv) Checking Student numbers

- Regular head counting of students should take place although total reliance should never be placed on 'head counting' alone.
- Supervisors of the groups should not only 'head count' but should also either roll call by name (not fixed roll call, but talk to each individual) or make eye-contact with each student on a regular basis.
- The group leader/s should **establish rendezvous points** and tell students what to do if they become separated from the party.
- **On residential visits**, or on day visits to large venues such as theme parks where all students **will wear a school wristband or temporary tattoo**, supervising adults should check on a daily basis that students still have their wrist bands/tattoo on.

4.8 School Staff Lead Adventure Activities

- If the school is leading an adventure activity, such as canoeing, the Governing Body must ensure that the group leader/s and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

4.9 Information to students

- It is for the group leader/s to decide how to provide information, but they should be satisfied that the students understand key safety information.

Students should understand:

- The aims and objectives of the visit/activity;
- Background information about the place to be visited;
- How to avoid specific dangers and why they should follow rules;
- Why safety precautions are in place;
- Why special safety precautions are in place for anyone with disabilities;
- What standard of behaviour is expected from students;

- Who is responsible for the group;
 - What to do if approached by a stranger;
 - What to do if separated from the group;
 - Emergency procedures;
 - Rendezvous procedures.
- Ideally, there should be a whole group briefing session for students participating in residential visits, where they will be informed of room/tent-mates, group supervisors, etc., in addition to the above information. On single day visits, it is enough for individual class teachers or residential education staff to brief their students as appropriate.

5 SEND & INCLUSION

- The Principal will not exclude students with special educational or medical needs from any school visits *unless there are compelling reasons for doing so*.
- Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Accessibility for all will be a primary factor in choosing the types of educational visits students at Parkwood Hall will be taken on. Special attention is given to appropriate supervision ratios and additional safety measures, if required, will be addressed at the planning stage.

6 COMMUNICATING WITH PARENTS / GUARDIANS

- Parents need to be aware that the teachers and/or other school staff on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would.
- The following information on matters that might affect students’ health and safety is useful to parents, and will be provided to parents / guardians/carers prior to a visit:
 - Dates of the visit;
 - Times of departure and return;
 - Mode(s) of travel including the name of any travel company;
 - Details of accommodation with security and supervisory arrangements on site;
 - Names of group leader/s, or other staff and of other accompanying adults;
 - Visit’s objectives;
 - Details of the activities planned and of how the assessed risks, if any, will be managed;
 - Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
 - Clothing and equipment to be taken;
 - Money to be taken;
 - The information to be given by parents and what they will be asked to consent to.

7 SPECIFIC PARENTAL CONSENT

- Parkwood Hall will seek Specific Consent for:
 - Adventurous activities; including archery, high ropes, climbing etc
 - Residential visits whether abroad or in the UK
 - Evening and weekend events and activities, even when parental attendance is encouraged;
 - Water based visits, including canoeing, seaside visits, fishing, tidal walks;
 - Visits where remote supervision is planned.
 - And any other trip where the EVC or Principal considers the level of risk to be beyond that given in the parental general consent completed on admittance to Parkwood hall.

- **If parents withhold consent the student will not be taken on the visit**, but the curricular aims of the visit should be delivered to the student in some other way, wherever possible. If the parents give a conditional consent the Principal will need to consider whether the child may be taken on the visit or not. **The parental consent form should be completed for each student in the group for visits requiring it.**

APPROVAL

This Policy was written for Parkwood Hall Co-operative Academy and will be reviewed on a 3 year cycle.

Updated for approval by Stephen Forder January 2019.

Date Policy Reviewed:	
Date of Next Review:	22/11/22
Signature of Principal:	
Date:	

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1.0	21/10/19	Creation of document