



## St. John Paul II Multi Academy

# Educational Visits Policy

(Name of School)

(School logo)

Date of last review	April 2024	Review period	2 years
Date of next review	February 2027	Owner	CEO
Type of policy	Statutory	Board approval	13 February 2025

Changes Summary	Date
<p><b>P10: Current Education Visit Advisers</b>  <a href="mailto:Tom.Lilley@shapestone-oc.co.uk">Tom.Lilley@shapestone-oc.co.uk</a> 07980 266367  <a href="mailto:Richard.Batty@shapestone-oc.co.uk">Richard.Batty@shapestone-oc.co.uk</a> 07432            053936 Changed to  <a href="http://educationalvisitsguidance.co.uk">educationalvisitsguidance.co.uk</a> - Sarah Ramsey  <a href="http://educationalviitsguidance.co.uk">educationalviitsguidance.co.uk</a> – Laura Wilson            P10 Section 23            It is unlawful to has been changed to:            All visits must be planned not to cause indirect discrimination which results in:</p>	26/04/2024
<p>Paragraph relating to trips during Pandemic has been removed (Paragraph 24 in previous policy) so paragraph numbers changed            P16 Appendix B - Risk assessment. Additional guidance            ‘A risk assessment must be completed prior to any educational visit and should be prepared/ adapted a month prior to a scheduled visit/trip.’            Addition of Appendix 3 - Checklist for Visiting Speakers</p>	January 2025



## 1. Introduction

This Policy is for all schools in the St John Paul II Multi Academy and adopts and uses as a foundation the Outdoor Education Advisers Panel National Guidance (NG) [www.oeapng.info](http://www.oeapng.info).

The school provides a rich and varied programme of opportunities for students to learn outside the classroom within the school, the local area and further afield. The programme of educational visits and learning outside the classroom supports our Catholic ethos in a structured, innovative and progressive way to enhance and support young peoples' faith development, spirituality, self-esteem, awareness of others, independence, emotional literacy and resilience, positive attitudes, motivation and behaviour, mental and physical health and environmental awareness. This is crucial as our young people move into the wider society that the foundations are carefully laid so that throughout their lives, they continue to be successful learners, confident individuals and respectful global Catholic citizens.

### Overall Aims and Benefits

- To develop faith, spirituality and appreciation/ care for God's creation.
- To promote and develop independence, self-confidence, self-esteem, self-discipline, self-respect and respect for others.
- To encourage the development of interpersonal and social skills, e.g. trust, co-operation, teamwork.
- To develop learning potential through the introduction of new skills, challenges and experiences.
- To be considerate of others. To develop awareness of the consequences of our actions and behaviour particularly in relation to others.
- To develop positive behaviour and attitudes and to transfer positive behaviour to school and other societal situations.
- To offer individual and group challenges.
- To develop positive awareness of mental and physical health and well-being.
- To encourage awareness, exploration and respect for the natural world and local environments.
- To be aware of safety considerations for others and ourselves.
- To become educated, creative and aware global citizens.
- To offer opportunities to step out in our local and wider areas to enhance and broaden our horizons and 'cultural capital'.

This policy covers the supervision of children and young people undertaking experiences beyond the boundary of their normal classroom or environment as well as some on site learning outside the classroom activities. The Principal and Educational Visits Coordinator are responsible for this policy and the wider learning opportunities it offers. The EVC manages the practicalities. It provides a framework for staff planning of educational visits and learning outside the classroom activities. Visits fall into one of two categories as outlined below

**NG 1b Foundations** <https://oeapng.info/download/2826/>



## 2. Roles

All roles are clearly identified on the NG website <https://oeapng.info>. Specific roles are identified and clearly defined as EVC, Visit Leader, Assistant Leaders, Volunteers, Principal, Governing Body and Employer. There is specific guidance and information for each role.

The school has a Trained EVC who is (Name)

All visits will have a named visit leader and assistant leaders who are aware of their roles and responsibilities contained within the NG website. Volunteers are managed under the school volunteer policy including relevant DBS checks.

**NG documents Roles 3.4a-o EVC 3.4j** <https://oeapng.info/download/1122/> (See Appendix A)

**EVL 3.4k** <https://oeapng.info/download/1122/> (See Appendix A)

**Principal 3.4g** <https://oeapng.info/download/1124/> (See Appendix A)

**Assistant Leader 3.4i** <https://oeapng.info/download/1124/>

**Volunteer 3.4o** <https://oeapng.info/download/1792/>

**3.4f Member of a management Board or Governing Body** <https://oeapng.info/download/1114/>

See Appendix A for list of roles and responsibilities

## 3. Competence of Staff

Staff must be competent and confident in their ability to lead visits. The school recognises the importance of induction training and support to develop confidence and competency in leading educational visits. There are national standards for staff that want to lead adventure activities and the adviser will offer support and advice in that area. The EVC and Principal will assess the competency of members of staff to lead and fulfil specific roles in any educational visit or learning outside the classroom experience.

**NG 3.2d, 4.4a Approval of Leaders** <https://oeapng.info/download/1084/>

## 4. Procedures for all Standard and Enhanced Visits

All visits require planning, preparation and approval. This varies according to aspects of complexity and distance. Staff should become familiar with the OEAP guidance website. The **SIX risk management** variables must be considered in the planning, management and delivery of visits. More information on these principles is described in Section 7: Risk Management and in the OEAP National Guidance. Visits fall into one of two categories as outlined below:

**NG 1b Foundations** <https://oeapng.info/download/2826/>

**NG 9a The Radar** <https://oeapng.info/download/1048/>





### **Standard Visit Procedures:**

These are straightforward or routine activities on-site or off site, which can be covered by standard operating procedures and risk assessments. These should be reviewed and revised where there are changes. The menu of visits include Physical Education (PE) fixtures, local sports events, and also include local visits to libraries, museums, parks, local specific visits and places of worship within the local context.

### **Enhanced Visit Procedures:**

These visits of enhanced complexity will require more detailed, careful planning and management. Such visits may include visits outside of the local area, field visits, residential visits, visits abroad and adventurous activities. All visits are required to be planned and sent to the EVC, and will then be approved by the EVC and Principal. The EVC can provide advice on these visits if required. Approval for visits of greater complexity will require advanced consultation and discussion before undertaking any detailed planning. Initial pre-approval should be embedded within the school educational visit processes.

## **5. Residential and Overseas visits**

Residential visits fall into the enhanced category and require detailed advanced planning and preparation. There are specific management issues associated with these types of visit. Residential experiences can provide powerful learning opportunities that fulfil individual's personal and social development and promote the aims and benefits that underpin this policy. The school/academies aspiration is that all young people should have a residential opportunity as part of their key educative foundation and offer.

Aspects to consider for all residential:

- Suitability for the age of the group and accessible to the range of abilities and individual needs
- Cost effective, financial considerations and insurance
- Is the accommodation part of the residential package or is the accommodation separate? ● Sole occupancy, shared or public usage
- Self-catering
- Camping or home stay accommodation
- Overseas visits

**NG 4.2b Residential Visits** <https://oeapng.info/download/2662/>

### **Overseas Visits:**

Overseas visits require meticulous enhanced planning. This has been highlighted in the Coronavirus crisis and world pandemic. Careful shared liaison, discussion as well pre and final approval procedures at several levels is required. All aspects have to be as good and robust as the school/academy can make them.

**NG 7r Overseas Visits Overseas Visits** <https://oeapng.info/download/1228/>

**NG 7q Overseas Expeditions** <https://oeapng.info/download/1226/>



## 6. Notifications

These are specific categories that should be notified to the employer.

Forms or Electronic notification for Adventurous Activities including Duke of Edinburgh Award and Overseas Visits should be submitted through the EVC to the Governing Body for approval.

Visits requiring notification should be submitted at least 4 weeks prior to the day of the visit. Support can be obtained from Educational Visit Advisers from Shapestone in consultation with the EVC. For complex visits notification must be sent well in advance.

## 7. Consent for Visits

Blanket consent can be issued for Standard Visits in the local area. The menu of visits include Physical Education (PE) fixtures, local sports events, and also include local visits to libraries, museums, parks, local specific visits and places of worship within the local context. It is important that this is turned into informed consent by providing and communicating information to the parents as regards the visit. Any changes for example to fixtures and dates should be communicated to parents in advance.

For all other visits in the Enhanced Visits category, specific consent must be sought.

**NG 4.3d Parental Consent** <https://oeapng.info/download/1264/>

## 8. Risk Management, Planning and Preparation:

This involves a careful consideration of the questions below

- Identify the significant issues or potential risks on this visit that young people, staff or helpers are exposed to.
- What are the actions (control measures) that you can put in place to mitigate the risks to an acceptable level.

Thorough preparation for a visit must be undertaken. The EVC and the Principal/Senior Leader should be consulted regarding the arrangements, nature and purpose of the visit. The key points below for all visits should be addressed in the planning:

### Key Points for all visits:

- All Educational Visits must have clearly identified aims, benefits and objectives.
- All Educational Visits must have an approved competent Visit Leader.
- The Principal/Senior Manager/ EVC makes the approval for an Educational Visit and for the designated competent Visit Leader role.
- All visits must provide evidence of a prepared written risk assessment.
- Visit Leaders must be able to access all supporting information relating to the visit, e.g. emergency contacts, itinerary, names and group detail.
- EVC's must retain and record all supporting information centrally.
- Parents must be fully informed of all arrangements and costs.
- Any cost of the visit must take into account the School/establishment Charging Policy.
- All necessary permission/consent slips must be obtained.
- There should be a clear emergency action plan.

The following must be addressed in further planning:



- Matters of supervision, Provider checks, content of the day(s) activities, first aid and transport must be considered and organised in advance.
- Planning support, notification forms, provider statements, checklists and generic risk assessments can be accessed through school resources intranet and information on the OEAP Website below:

Outdoor Education Advisers Panel Website [www.oeapng.info](http://www.oeapng.info)

**NG 3.3e Checklist Visit Leader** <https://oeapng.info/download/1100/>

**NG 4.4f Checklist Assessing the Provider** <https://oeapng.info/download/1154/> **NG 4.4g Selecting External Providers and Facilities** <https://oeapng.info/download/4431/> **NG 8q Provider Statement (Word Version)** <https://oeapng.info/download/1268/>

**The 6 main considerations in undertaking risk assessments are:**

- Type of Group; characteristics, age, competence, fitness, special, medical and individual needs
- Staffing: competency, experience, qualification and ratios
- Equipment; quality and suitability
- Venue/Activities Environment; Location, conditions, weather
- Travel; distance from base, support
- Emergency Procedures

Considering these issues as themed considerations can facilitate the process and professional collective discussion.

Risk Assessments, (using the template at Appendix B) and planning should be in place and must be passed on to the EVC/ Principal/Senior Leader as follows:

- *All standard and enhanced visits at least 4 weeks prior to the visit.*
- *All residential and Adventurous Activities visits at least 8 weeks prior to the visit. Professional discussions with the EVC should start ASAP and can be 12 months in advance.*
- *Note; The Governors will require at least 4 weeks notification for Adventurous Activities and Overseas visits and six months notification for Overseas Expeditions. Early notification is advised when you have the basis of the visit.*

A copy of all Risk Assessments and planning will be retained by the EVC and copies should be able to be accessed on all visits.

**NG 4.3c Risk Management - An overview** <https://oeapng.info/download/1144/>

**NG 4.3e Risk management - What to Record and How** <https://oeapng.info/download/2684/>

## **9. Group Management and Supervision**

Full details about group management, ratios, supervision of group, medical conditions, are all found via the Visits Leaders Role buttons on the OEAP National Guidance website.

Decisions with regard to staffing and suitability of visits will consider:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is taking place;
- The nature of the group including the number of students and their age, sex, ability and needs; (behavioural, medical, emotional and educational).



- Staffing ratios are a risk management issue, and will be determined through the process of risk assessment detailed in section 7.

**NG 4.3b Ratios and Effective Supervision** <https://oeapng.info/download/1142/> **NG 4.2a. Group Management and Supervision** <https://oeapng.info/download/1138/>

## 10. Behaviour and Inclusion

The School's inclusion policy and behaviour standards will be applied to all visits. For purposes of inclusion, specific advice on this issue is contained in the document below. Each visit leader must consult with the relevant member of the SLT/EVC to ascertain any issues relating to the individual, special, medical and behavioural needs of students.

**NG 3.2e Inclusion** <https://oeapng.info/download/1086/>

## 11. Safeguarding

All adults involved have a duty of care and responsibility to promote the safety and welfare of the children and young people in their care. This includes during outdoor learning and off-site educational visits. Leaders should follow and familiarise themselves with the guidelines provided in the Safeguarding Policy. Visit Leaders should liaise with the DSL to ensure they are informed of any children who may be particularly vulnerable or have specific safeguarding needs. They should further ensure the other staff/adults are made aware as necessary as well as using these considerations within the risk assessment and management process.

**4.3e Safeguarding** <https://oeapng.info/download/1288/>

## 12. Pre- Checking Venues and External Providers

The suitability of the venue must be researched. This includes checking if the providers are able to meet the intended learning outcomes and group needs.

(See Risk Management: Section 7)

**NG 4.4f Checklist Assessing the Provider** <https://oeapng.info/download/1154/> **NG 4.4g Selecting External Providers and Facilities** <https://oeapng.info/download/4431/>

## 13. Quality Badges Accreditation and Licencing

The St John Paul II Multi Academy endorse and support the use of the Council for Learning Outside the Classroom (CLOtC) Quality Badge. <https://lotcqualitybadge.org.uk>

Therefore the organisation that holds this award provides a quality or safety 'benchmark' that is externally verified. Similarly this is the case if an Outdoor provider has an Adventure Activities Licencing Authority (AALA) licence where safety paperwork does not need to be examined. If a Provider does not hold an external accreditation or verification they should complete the Provider's Statement below. If in doubt consult your EVC or Shapestone for advice.

**NG 8q Provider Statement (Word Version)** <https://oeapng.info/download/1268/>

**NG 3.2f AALA Licencing** <https://oeapng.info/download/1088/>



#### 14. Adventure Providers National Accreditation

Reference should also be made to nationally accredited provider schemes including Adventuremark and AHOEC Gold Standard and other national governing body centre approval schemes. If in doubt consult your EVC or Adviser.  
Note: Notification is required for Adventurous Activity visits.

#### 15. First Aid Procedures

The need to have a first aid trained member of staff on the visit will be dependent on the nature of the visit. This includes

- The nature of the group and activity
- Potential injuries associated with the activity
- The extent to which the group is isolated from emergency procedures

A basic level of first aid support must be available at all times. First aid and other medical needs should always be considered in the process of planning and Risk Assessment of any visit. Where possible it is desirable that visits will be staffed with one member of staff who is first aid trained, though this may not always be possible. This will require that one or more of the staff leading the activity:

1. *Knows how to access, and can access, qualified first aid support.*
2. *Has a working knowledge of first aid and is competent to use the first aid materials carried by the group.*
3. *For children in the Early Years Foundation Stage (EYFS), there is a statutory requirement that at least one person who has a current paediatric first aid certificate (This has been temporarily modified by the Government during the COVID-19 outbreak).*
4. *Consideration should be given to medical issues when travelling particularly when there are, for example, more than 2 coaches or the party is not travelling together.*
5. *Where a group is in an isolated location or there is some remote supervision e.g. D of E there should be a qualified first aider available as support. This is part of the risk management process.*
6. *This policy should be read in conjunction with the school's first aid medication policies including the consideration of Epi-Pen and asthma policy. Spare asthma relievers and adrenaline auto injectors within their expiry date can be carried as an emergency backup.*

**NG 4.4b First Aid** <https://oeapng.info/download/1148/>

#### 16. Emergency Procedures, Incident and Accident reporting

The school has a robust and clear emergency action planning procedure in place in the event of an emergency. Every visit leader and assistant leader must be familiar with emergency planning procedures and reporting mechanism. All staff should

- Receive induction and training to understand and operate this process.
- Be familiar with the plan and have easy access to key information and resources.
- Be competent to fulfil their role in an emergency.
- Complete reporting and recording process in the event of an incident, accident or emergency events.

There are four categories dependent on the nature of the incident:

**Incident:** This can be dealt with within the visit team. There may be communication with the base contacts.

**Emergency:** This is beyond the coping mechanism of the team and requires base support. The emergency action plan for visits can be activated. The school takes control of the situation. Advice can be sought as needed.





**Critical Incident:** This is beyond the coping abilities and strategies of the visit team and the school base support. The employer takes control of the situation to support the visit team, participants and school. Critical Incident contact numbers are used as stated in the Business Continuity Plan.

**Major Incident:** This is declared by the Police (in the UK) or authorities if outside the UK.

The Schools' Business Continuity Plan is located on the shared drive as well as with the Principal and EVC.

#### **Section 4.1 Good Practice OEAP National Guidance guide NG 4.1b Emergencies and Critical Incidents - Overview**

<https://oeapng.info/download/4697/> **NG 4.1d Emergencies and Critical Incidents – Guidance for Establishments**

<https://oeapng.info/download/4713/> **NG 4.1c Emergencies and Critical Incidents – Guidance for Leaders**

<https://oeapng.info/download/4725/>

### **17. Transport**

National Guidance contains full information for cars, minibuses and public transport. Please ensure that you request and book minibus transport at least four weeks in advance of the visit. Coach transport should be considered and booked at the earliest opportunity. There is a Minibus Policy and risk assessment available on the shared drive.

**NG 4.5a Transport General Considerations** <https://oeapng.info/download/1162/>

**NG 4.5b Transport in Minibuses** <https://oeapng.info/download/1164/>

**NG 4.5e Hiring a Coach** <https://oeapng.info/download/2869/>

**NG 4.5d Seat Belts and Child Restraints** <https://oeapng.info/download/2540/>

### **18. Participant Information and Data Protection including the Use of Photography and Video**

It is vital for the health, safety and welfare of all those involved in visits that relevant, pertinent and up to date information is available to leaders and external providers for effective planning and in the event of an emergency. Personal data and sensitive information should be available to those that need but this data should be treated carefully and kept secure. There should be a consideration of how this is carried and also disposed of securely when no longer needed.

Staff should refer to the relevant policies and procedures relating to data protection, photography, video's, the use of mobile phones, cameras and other similar devices when on a school visit. Correct permissions for usage should be sort with a due regard to safeguarding considerations.

**NG 4.4j Participant Information and Data protection** <https://oeapng.info/download/2545/>

### **19. Evaluation**

Staff should follow the school evaluation procedure. They should complete an evaluation to aid and inform future visits. Involvement of young people in this process would always enhance the evaluation. A copy of the evaluation is to be sent to the EVC no more than three days after the visit. This is an important part of the educational visit process and allows practitioners to reflect on practice, achievement and learning outcomes. How did it go in terms of planning supervision risk management? Were there any incidents or accidents? What worked well? What did not work so well? Collective visit team evaluation is valuable. What learning needs to be shared with colleagues?

### **20. Insurance**

The school has comprehensive insurance through the Risk Protection Agency (RPA). EVC and Visit leaders should check to ensure it covers all aspects that you will require cover for. Double check natural disaster and pandemic clauses in the



insurance and what the policy covers for visits that take place within the UK and overseas. Information with regards to insurance should be provided for and checked by visit leaders in consultation with the EVC. This section refers to insurance specifically related to learning outside the classroom and educational visits that are usually offsite. Other general insurance aspects including for example, public liability, employer's liability, professional indemnity and motor vehicle insurance should be sourced from the business manager or financial officer as well as the Local Authority, your employer or Trust.

**NG 4.4c Insurance** <https://oeapng.info/download/1150/>

**Reference: BCC Education Safety Service 'Educational Visits and Learning Outside the Classroom Policy and Guidance' Section 14**

## **21. Finance**

All financial aspects for a visit must follow clear school processes and guidelines including timely budget preparation, accounting and collection of monies. Charges for parents / carers must be in line with the school charging policy. Parents / Carers must have sufficient notice of charges to enable them to make payments, and communication should include the detailed timelines for payments.

Parents / Carers should also be told of any arrangements that the school may have for any young people that need support with the cost of any visit.

**NG 3.2c Charging for School Activities** <https://oeapng.info/download/1082/>

**BCC Schools Financial Manual and Guidance**

## **22. Induction, Training, Apprenticeship, Succession Planning**

All staff should receive visit leader training and school process training. Staff should also have a formal practical training and experience as assistant leaders that is logged by the EVC and mentored by experienced named visit leaders. Mentoring new visit leaders should be done on a formal and logged basis. EVC's should receive Accredited OEAP Advisers training on a three-year revalidation basis. There should be more than one EVC trained in the establishment wherever possible. Succession planning should be carefully organised when staff move to different roles. Administrators supporting EVC's should have EVC training. If the EVC is an administrator then they should have access to an experienced Educational Visit Leader or member of the SLT who has also gone on an EVC training course.

## **23. Inclusion Principles:**

- There is a presumption of the right or entitlement for all young people to participate in the activities offered by the school.
- Accessibility through direct or realistic adaptation or modification.
- Integration through participation with peers.

All visits must be planned not to cause indirect discrimination which results in:

- Treating a young person less favourably
- Failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and is reasonable

Any difficult decisions should be supported by the EVC, SLT Principal and should be recorded carefully.

**NG 3.2e Inclusion** <https://oeapng.info/download/1086/>



## 24. Help Support and Monitoring

Support, Advice and professional discussion are available from the EVC. The Principal with the support of the EVC monitors Educational Visits in terms policy process and practical field visits. The EVC can seek additional support from the Educational Visit and Outdoor Learning Advisers. **Current Education Visit Advisers:**

educationalvisitsguidance.co.uk - Sarah Ramsey

educationalviitsguidance.co.uk – Laura Wilson

## 26. References

1. Outdoor Education Advisers Panel National Guidance for the Management of Outdoor Learning, Offsite Visits and Learning Outside the Classroom <https://oeapng.info>
2. **NG 5.3 How to Write an Establishment Visit Policy** (This needs to be read at the same time as the template policy to guide you) <https://oeapng.info/downloads/policies-planning-and-evaluation/>
3. Department for Education DfE Guidance November 2018: Health and Safety on Educational Visits <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>
4. Health and Safety: Responsibility and Duty for School <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

## Appendix A Roles and Responsibilities

### EVC

- Be a champion for all aspects of educational visits and outdoor learning
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively and contribute to the well-being of all.
- Supports and Oversees planning within employers and school/academy requirements and timescales
- Supports and advises colleagues in planning visits
- Mentors leaders and aspirant leaders supporting their on-going training and development
- Oversee and support visit monitoring identifying any training needs
- Keep their EVC qualification and training up to date
- Support your Principal and Governors in approval situations
- Ensure the visit or activity is evaluated against its aims for learning and development
- Keep your SLT and Governors informed about visits/outdoor learning taking place and their contribution to establishment effectiveness
- Liaise effectively with your Educational Visits and Learning Outside the Classroom Adviser for help, support, training and guidance
- Comply with any employer or national guidance including the OEAP National Guidance [www.oeapng.info](http://www.oeapng.info)
- Monitor the school/academy educational visit process procedures and policy and report to the Principal and SLT
- Ensure all visit leaders have access to emergency contacts and protocol
- Ensure there is adequate insurance particularly for residential and overseas visits ● Ensure that all child protection, safeguarding and inclusion issues are considered.
- Ensure that any requirement from the employer for notifying or submitting a visit or activity for approval is followed



## Visit Leader

- Be specifically confident and competent for the type of visit and activities you plan to lead
- Be approved by your employer/school/academy to carry out the lead role
- Choose the most appropriate environment for learning or development outcomes.
- Liaise with the EVC to clarify any visit aspects
- Complete any relevant procedure, documentation and approval process.
- Ensure effective supervision
- Lead on risk management including collective discussion with the visit team
- Define the roles and responsibilities of other leaders and helpers that are part of the visit /activity team ● Ensure activity leaders are competent
- Ensure child protection and safeguarding issues are considered
- Ensure there is clear provision for any age, health, medical, individual, special or behavioural needs for pupils and staff team
- Provide relevant visit information to other leaders including aims of visit
- Ensure parental consent has been obtained
- Ensure access to first aid
- Ensure all leaders have access to emergency contacts and protocol
- Evaluate all aspects of the visit
- Report any accidents or near misses
- Appoint a competent deputy

## Principal

### For Detailed Role and Responsibilities go to:

**NG Principal 3.4g** <https://oeapng.info/download/1124/>

- The Principal should oversee and provide the overview in terms of competent support for educational visits within the school or academy
- The Principal mirrors the responsibilities of the EVC although many of the roles are delegated to approved competent person

Below are the very detailed roles and responsibilities from the OEAP National Guidance document referenced:

- The Principal should oversee and provide the overview in terms of competent support for educational visits within the school or academy
- The Principal mirrors the responsibilities of the EVC although many of the roles are delegated to approved competent person
- Ensure you are familiar with your employers policies for educational visits and learning outside the classroom
- You ascertain that all visit leaders are appropriately competent, confident and accountable to carry out their roles and responsibilities.
- You have clearly identified either yourself or a suitable member of staff as the EVC and that the designated person meets the employer's requirements including undertaking EVC training.
- You have access to expert advice such as from a competent outdoor educational visits / outdoor education adviser
- Details related to off-site activities and visits (including personal details of both participants and leaders) are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident;



- There are suitable emergency procedures in place for each visit, and your establishment has an Emergency Plan for off-site visits, including procedures to ensure that parents are appropriately informed in the event of a serious incident;
- All activities and visits comply with this guidance are notified or submitted for approval as required
- Outdoor learning is included within the process of self-evaluation providing evidence that may support how it contributes towards providing evidence that may support how it contributes towards school improvement and overall effectiveness;
- If you are not leading the visit, you should follow the instructions of the designated Visit Leader (who should have sole charge of the visit);
- When you take part in a visit or activity, you and other members of the Visit Leadership Team are clear about your role;
- If you are not leading the visit, you should follow the instructions of the designated Visit Leader (who should have sole charge of the visit);
- Suitable child protection and safeguarding procedures are in place, including vetting at an appropriate level of all adults including volunteers, helpers and visitors
- You have assigned sufficient time for leaders to organise activities and visits properly;
- You support an apprenticeship/succession planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs;
- You support your EVC in ensuring that: all activities and visits are effectively supervised with an appropriate level of leadership, information has been shared with parents and consent has been given if required;
- Arrangements have been made for the medical needs and special educational needs of all participants and staff;
  - Inclusion issues are addressed
- Suitable transport arrangements are in place and meet any regulatory requirements;
- Suitable Insurance arrangements are appropriate;
- You obtain best value. Consideration must be given to financial management, choice of contractors, and contractual relationships;
- Where charges are made to parents, these are within legal and employer requirements;
- Proper procedures are in place to account for the visit finances;
- Establishment policy identifies the types of visit that require a preliminary visit by staff;
- Risk Management is proportionate, suitable and sufficient.
- Where the activity or visit involves a third party provider: appropriate checks have been made and assurances obtained, a clear contract is in place setting out what the contractor is to provide, the provider holds sufficient indemnity insurance
- All visits are evaluated against their objectives - this should also cover best value, teaching and learning, quality of experiences, addressing issues raised by any incident, and informing future visits;
- There are contingency plans in place to deal with changing circumstances during a visit;
- Serious incidents are reported to the employer as required by your employer's guidance, meeting the requirements of RIDDOR.

### **Appendix B – Risk Assessment**

A risk assessment must be completed prior to any educational visit and should be prepared/ adapted a month prior to a scheduled visit/trip.



## RISK ASSESSMENT for educational visits

- A Risk Assessment identifies hazards that may cause harm and then identifies the control measures that will reduce the risk to acceptable levels.
- Risk Assessments are a legal requirement and should be recorded and reviewed
- Risk Assessments illustrate good practice forethought planning and collective expertise. They are most effective when discussed with colleagues before writing and during recording.
- Generic Risk Assessments must be used in conjunction with Site Specific Risk Assessments and the Health and Safety Policy document. The Visit Leader should then ensure that those Risk Assessments are appropriate, or should make any necessary additions or changes. The dated signature by the Visit Leader confirms that all staff/adults on the visit have read, understood and adopted the written Risk Assessment. ▪ Suitable briefings must be given for all 6 key areas to the relevant people.

The Risk Assessment process must be seen as 'on-going' and 'dynamic'.  
In other words, professional judgements and decisions regarding safety will need to be made during the activity. If the control measures aren't sufficient, the activity must not proceed.

**There are 6 Key areas identified where potential hazards may occur**

People	Context	Organisation
1. Type of Group 2. Staffing	3. Equipment 4. Venue/Environment	5. Travel 6. Emergency Procedures

**These are the areas that must be reviewed before final approval is granted**

**All visits have potential hazards and risk to staff and pupils, therefore the control measures identified should be sufficient to reduce the risk to acceptable levels. If the control measures aren't sufficient, consideration must be given to absolute 'cut off criteria' and the activity must not proceed. In addition there must always be an alternative activity (Plan B), prepared and risk assessed. The control measures identified on a form are the written evidence that the six key areas above have been considered and have put into place suitable and sufficient control measures that reduce the likelihood and the severity of significant risks to an acceptable low level/rating.**



**SAMPLE RISK ASSESSMENT FOR EDUCATIONAL VISITS**

School/Youth Group: ..... School no of students: ..... Venue:.....Date..... Activity: .....	Benefits or Learning Outcomes:
<p style="text-align: center;"><b>ASPECTS TO CONSIDER</b> (List only actual significant hazards/risks)</p> <p><b>6 Key areas</b> are identified below where potential hazards may occur. These are the areas that must be reviewed before final approval is granted.</p>	<p style="text-align: center;"><b>CONTROL MEASURES</b></p> <p>Written evidence that the six key areas have been considered, putting into place suitable and sufficient control measures that reduce the likelihood and the severity of significant risks to an acceptable low level/rating.</p> <p style="text-align: center; color: red;"><b>Suitable briefings must be given for all 6 key areas to the relevant people</b></p>
<p><b>PEOPLE</b></p>	
<p><b>1. Type of Group:</b></p>	



**2. Staffing:**

**CONTEXT**

**3. Equipment:**





**4. Venue/Environment:**

**ORGANISATION**

**5. Travel:**

**6. Emergency Procedures:**



## RISK ASSESSMENT FOR EDUCATIONAL VISITS

Signed: .....

**Visit Leader**

Date of Assessment: .....

Print Name: .....

Review 1 ..... (date and initial)

Approval:

EVC.....

Principal.....

Review 2 ..... (date and initial)



## CHECKLIST FOR EXTERNAL SPEAKERS / ORGANISATIONS INVITED TO SCHOOLS

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

All external speakers invited to schools should be of the highest quality and school leaders are responsible for ensuring that they have enough information about the content to be delivered by any external speaker to enable them to determine whether the content will be pitched at the right level for the age and level of maturity of the children and young people to whom the external speakers will present. All schools should have clear policies for the booking of external speakers which includes sign-off of the booking at an appropriately senior level and compliance with safeguarding checks.

Schools should also be mindful of the DfE guidance on “political impartiality in schools” which can be found by following this link:

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This checklist should be completed *prior* to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents and carers.

Name of Speaker		
Question	Answer	Actions needed/Comment
Will the Speaker be supervised at all times during their visit?	YES <input type="checkbox"/>	
	NO <input type="checkbox"/>	
If not, why not?	FURTHER COMMENT <input type="checkbox"/>	
Have you carried out safeguarding checks (if appropriate) for the Speaker and have these been recorded in accordance with the school’s safeguarding procedures?	YES <input type="checkbox"/>	
	NO <input type="checkbox"/>	
	FURTHER COMMENT <input type="checkbox"/>	



<p>Has the Speaker understood and confirmed that their communications in the school will:</p> <ul style="list-style-type: none"> <li>• Be respectful towards Catholic teachings</li> <li>• Not be prejudicial or detrimental to the Catholic character of the school</li> <li>• Not engage pupils in political activity and</li> <li>• Not cover certain partisan political views which are not deemed relevant or appropriate (provide details if applicable)</li> <li>• Be delivered in accordance with the requirements set out in the DfE's guidance on political impartiality in schools (if appropriate)</li> </ul>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have you reviewed the resources/materials that will be used by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have you reviewed other resources produced by the Speaker (and by any organisation the speaker represents) even if they will not form part of the speaker's activities at the school?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have you conducted a general internet search using the Speaker's name (e.g. a google search)? If</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>	



parents or children and young people conducted a similar search are any concerns likely to arise?	FURTHER COMMENT <input type="checkbox"/>	
Can you confirm that the political views espoused by the speaker/speaker's organisation are in compliance with British values and do not involve taking an extreme political position?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Are there any other outstanding issues or concerns with the Speaker and/or their suitability?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	
Will the Speaker deliver content of a high quality that is appropriate to the age and maturity of the children or young people in the audience?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	

**If you have any concerns regarding the suitability of this Speaker, you should contact your Diocese to seek further clarification.**



Signed \_\_\_\_\_

Position \_\_\_\_\_

Dated \_\_\_\_\_

Approved for booking

Senior Staff member Name \_\_\_\_\_

Position \_\_\_\_\_

Dated \_\_\_\_\_