



Educational Visits Policy

Safeguarding and promoting the health and safety of pupils on activities outside the school

1.1 Policy Statement

School visits and other off-site activities will enrich, challenge and motivate pupils, thus contributing significantly to a truly broad and balanced curriculum. The King's House School, Windsor aims to use Outdoor Education experiences to enhance the learning process across the whole curriculum. The aims of each visit, journey and off-site activity can be shown to have direct relevance to the school's curriculum and broader aims (including rewards).

The King's House School, Windsor advocates the principle of Outdoor Education and provides this guidance to enable staff to focus on the careful planning and organisation of visits so that the potential risks in taking pupils off-site are reduced to a minimal level.

This policy has been written by taking into account the following DfE guidance:

- Health & Safety: Department for education advice on legal duties and powers for local authorities, head teachers, staff and governing bodies, February 2014;
- Health and Safety; Responsibilities and Powers (2001);
- Health and Safety of Pupils on Educational Visits (HASPEV 1998);
- Health and Safety Executive (HSE) School trips and outdoor learning activities: Tackling the health and safety myths.

1.2 The Value of Outdoor Education

Outdoor Education, visits and off-site activities have been recognised for many years as having beneficial effects on the education of young people. Outdoor Education contributes to:

- the promotion of a positive response towards personal health, safety and wellbeing;
- the gaining of a greater understanding and appreciation of the wider world;
- an awareness of the need for sustainable relationships between people and the environment;
- the fostering of the growth of self-esteem, co-operation with others and personal responsibility;
- the provision of exciting opportunities for practical problem solving, personal challenge and team working skills.



1.3 Equal Opportunities

Outdoor Education, visits and off-site activities should be available and accessible to all who wish to participate, irrespective of gender, religion, ethnic origin, social background, medical need or physical ability. All young people should be encouraged to participate in as wide a variety of activities as possible. Children with disabilities are not treated any less favourably and all reasonable steps are taken to include them in such activities.

1.4 The Legal Framework

Health and Safety legislation is enforced by the Health and Safety Executive (HSE). The 1974 Act places the main responsibility for health and safety with the employer, The King's House School, Windsor and King's Church International. It has a duty to ensure as far as reasonably practicable:

- the health and safety and welfare of teachers and other school staff;
- the health and safety of pupils in school and off-site visits;
- the health and safety of visitors to school and volunteers involved in any school activity.

The employees of The King's House School, Windsor have responsibilities through the 1974 Act and the 1999 Management of Health and Safety at Work regulations:

- to take reasonable care of their own and others' health and safety;
- to co-operate with their employers;
- to carry out activities in accordance with training and instructions;
- to inform the employer of any serious risks.

The King's House School, Windsor assesses the risks of all activities through the Health and Safety sub-group of the School Management Board and introduces measures to manage those risks and tell employees about those measures. Specific health and safety tasks regarding individual trips may be delegated to individual staff members as detailed in this policy and the Health and Safety Policy.

1.4.1 Common Law

All who have responsibility for others in an educational context have a duty of care in common law. This is known as 'in loco parentis' and is continuous during any visit or off-site activity; it cannot be delegated. This principle applies to all young people under the age of 18 and therefore parental consent is required when persons under 18 are away from the school site as part of our School's planned and organised activities. Upon joining the school parents sign a consent form for off-site activities and trips,



which includes notice periods given by the School for any such activities and procedures for requesting withdrawal from them. Common law indicates that the age of the young person, the nature and the location of the activity are factors in determining the degree of supervision required. Known patterns of behaviour of particular persons should also be considered.

1.5 Basic Principles of Safe Practice

Off-site activities by their nature and location carry elements of risk above those normally found in the classroom. By adopting the principles listed below, accidents or incidents will not be eliminated entirely, but the school will ensure that their likelihood is reduced to a tolerable level. It is our aim to:

- ensure parental consent is obtained for offsite activities and trips (See Appendix 1)
- ensure there is a clearly identified purpose to the whole programme and parts of the programme appropriate to the age and ability of the group;
- keep parents, young people and relevant authorities informed about proposed activities and gain approval where necessary;
- carry out risk assessments that take account of the health and safety and welfare of all participants and record the significant findings (bearing in mind that adults are not immune from accidents);
- seek advice when there is doubt about safe practice;
- carry out a pre-visit to the area or if this is not reasonably practicable gather sufficient background information before the visit;
- ensure compliance with any statutory requirements;
- work within the standards of competence and guidance recommended by national governing bodies and other recognised organisations;
- ensure that the qualities of leadership, judgment, anticipation and control are present on the part of all who accompany the visit, especially the group leader;
- ensure that appropriate clothing and equipment are available;
- have clearly established codes of behaviour, agreed and understood by all;
- ensure adequate supervision at all times that relates to the level of risk encountered;
- ensure all adults are familiar with the group of children they have responsibility for;
- have a responsible attitude to the environment, as this shows a responsible attitude to self and others;
- ensure all adults carry a full list of group members, including adults, with the appropriate contact numbers, medical details and consent forms (Appendix 1);



- maintain professional and personal experience and relevant qualifications related to specific activities and environments;
- ensure that all incidents, accidents or near misses are recorded and a duplicate copy sent to the School Management Board in the case of any significant incidents (the School Management Board must also receive a copy of the evaluation for all residential visits);
- maintain a school visit log giving details of places visited, staff involved and their roles, pupils taken and activities experienced. All supporting documentation, especially the risk assessments relating to the visit, should be retained to enable the monitoring of procedure and practice to take place.

2. MANAGEMENT & PLANNING

2.1 Roles and Responsibilities

The School Management Board has the responsibility for agreeing the policy for the management of off-site activities, including reference to:

- how off-site activities are approved;
- how training and information are provided;
- emergency actions procedures;
- the reporting of accidents and incidents including 'near misses';
- monitoring and reviewing policy and practice;
- the assessing of proposals for certain types of visit, which should include overnight stays and visits outside the UK;
- ensuring that less routine and hazardous activities are planned well in advance and that proposals are submitted to the School Management Board where appropriate;
- the management of any significant provision particular to the School, e.g. purchasing a minibus.

2.1.1 The Head Teacher ensures that:

- all off-site activities comply with the policy and guidance and school procedures;
- the group leader and additional staff are suitably experienced and competent to manage all aspects of the visit;
- approval procedures are followed;
- the planning checklist has been followed;
- risks have been assessed, recorded and safety measures are in place to manage those risks;



- child protection procedures are understood;
- visits are inclusive and take account of pupils with special needs and disabilities.

2.1.2 The Educational Visits Co-ordinator (EVC)

At The King's House School, Windsor it is the Head Teacher who has been appointed to ensure the School carry out its health and safety obligations for off-site visits. They are involved in the planning and management of all school visits, though not necessarily in the actual visit itself and the ultimate responsibility for health and safety remains with The King's House School, Windsor.

2.1.2.1 Functions of the EVC:

- ensure visits meet the School's requirements;
- support the School Management Board with approval and other decisions;
- assess the competence of prospective group leaders and staff;
- ensure risk assessments are suitable for the purpose;
- organise training and induction;
- ensure parents are informed and give consent;
- co-ordinate emergency arrangements;
- keep records of visits, accident or incident reports;
- review systems and monitor practice.

2.1.3 The Group Leader

The group leader has overall responsibility for the supervision and conduct of the visit including direct responsibility for the pupils' health and welfare whilst off-site. The group leader must:

- be approved to carry out the visit and obtain the permission of the Headteacher before any off-site activity takes place;
- ensure written parental consent for the visit is obtained;
- be suitably competent and knowledgeable about school procedures;
- plan and prepare for the visit and assess the risks, including carrying out a pre-visit wherever possible;
- plan emergency arrangements;



- define roles and responsibilities of other staff and pupils and ensure effective supervision of what they do;
- liaise with the EVC over matters where advice is required;
- evaluate the visit on return to school and record / report any accident, incident or 'near miss';
- utilise the planning checklist to ensure all procedures have been followed.

2.1.4 Competence

Evidence of competence for a teacher to lead an activity is through either qualification or experience. However, if a teacher were to lead a hazardous activity such as sailing or rock climbing without a recognised qualification, even though the teacher were an experienced person in their own right, the law would be likely to view them as a talented amateur and therefore not qualified to lead that activity.

2.1.5 Additional Members of Staff and Volunteers

Members of staff act as employees of the School whilst on work related visits and off-site activities. Members of staff, volunteers and parent helpers should:

- assist the group leader in ensuring the health, safety and welfare of all young people on the visit;
- be clear about their roles and responsibilities whilst taking part in the visit or activity.

2.1.6 Children and Young People

During off-site visits and activities, young people also have responsibilities that they should be made aware of, by the group leader or other members of staff, for their own health and safety and that of the group. Children and young people should:

- not take unnecessary risks;
- follow the instructions of the group leader, activity leader and other members of staff;
- behave sensibly keeping to the agreed code of conduct;
- inform a member of staff of any significant hazards;
- be aware that very young children should be treated with increased caution.



2.1.7 Parents/Carers

Parents/carers have an important role in deciding whether any visit or off-site activity is suitable for their child, informed by the information presented to them in the initial proposal for the visit. Subject to their agreement to the visit, parents should:

- inform the group leader about medical, psychological or physical conditions relevant to the visit;
- provide emergency contact numbers;
- sign any additional consent forms, in addition to the initial Off-site Activities and Trips form;
- support the School in its work to ensure the health, safety and welfare of all those who are taking part in the visit.

2.1.8 Risk Assessment (see Appendix 2)

Risk assessment is the key to the effective management of health, safety and welfare issues whilst away from the School site. It is important that those who take young people on off-site activities recognise that risk assessment is a continuous process for the duration of a visit and not a form-filling exercise. This process will help to minimise and manage risk.

Risk assessment is little more than a careful examination of the factors at work during off-site activities, which could cause harm to people, so that you can decide whether you have done what is reasonably practicable to prevent harm.

A hazard is anything with the potential to cause harm or injury. A risk is the likelihood and extent of harm being caused.

The key tasks are to identify significant hazards and ensure risks are minimised so that they are small. It may be necessary to draw up a list of tasks or actions to ensure minimal risk through the use of adequate control measures.

Risk assessments for educational visits can be usefully considered as having three levels:

- generic activity assessments, which are likely to apply to that activity wherever and whenever it takes place;
- visit / site specific assessments which will differ from place to place and group to group;



- ongoing or dynamic assessments that take account of, for example, illness, changes in weather or change of planned activity.

The risks involved in the range of activities undertaken and environments used on a regular basis are reviewed at least annually but usually also each time the activity is carried out or venue used. Any new risks identified will be added to the risk assessment and discussed with relevant persons.

2.1.9 Planning Checklists for Visits (see Appendix 3)

The planning checklist is to help the Headteacher, EVC and Group Leader to ensure that all reasonable and practicable steps have been taken to:

- manage the health and safety and welfare of pupils and staff;
- maximise the educational benefits for pupils;
- maintain effective organisational and administrative records.

The satisfactory completion of the checklist is therefore the basis on which final approval for the visit is given at school level.

This information can then actively inform risk assessments, supervision arrangements, routines etc. and help ensure parents are well informed with specific details ahead of the visit, which will help allay any fears or concerns they may have.

2.1.10 Approval Procedures and Delegation

All group leaders involved in off-site activities with young people as part of their work with The King's House School, Windsor should follow the approval and delegation system outlined below. This is a risk assessment-based system whereby due recognition is given to the experience, skills and qualifications of school staff in organising, managing and leading off-site activities.

In determining the appropriate category in which to place a particular visit or activity, the EVC and, where necessary, the Headteacher should take account of the environment in which the activity will take place. An activity might be rated in a higher category if it takes place:

- in or near water;
- in winter conditions;



- on or near cliffs or steep terrain;
- in an area subject to extremes of weather or environmental change, e.g. rapid change in water level.

For example, field study activities, normally category A, would become B if taking place next to open water. Category C will include any situation in which the pupils are in, on or have easy access to open water as part of a planned programme of properly supervised and conducted activity. This would not include the normal school swimming programme for which a separate risk assessment would be used.

Category	Example of Visit/Activity	Approval Procedure
A	Visits and journeys with risks similar to that of everyday life, e.g. historic sites, museums, local walks, theatre, field work in the locality.	Headteacher approval and information to EVC. Group Leader approved by Headteacher. General notification in Trips Log.
B	Outdoor / adventure activities in more remote areas having an element of risk, e.g. walks below 600m altitude, activities in countryside environments. Any visit with a residential element within the UK.	As for Category A, plus: School Management Board notification for day visit, or approval if residential.
C	All activities in, on or close to water. All visits abroad. All recognised hazardous activities. Any school-led activity with significant Health and Safety concerns. Specialised activities requiring qualification for activity leaders/instructors.	As for Category A, plus: School Management Board Approval. Forms to be forwarded at least 2 months before intended date of visit, if in the UK, or 3 months if abroad.

NB. Some Category B activities may take place in remote or hazardous environments and require specific skills, experience and safeguards in order to minimise risks so that these are tolerable. It is important that leaders of



such activities without recognised NGB qualifications do not overestimate their skills and attention is drawn to paragraph 2.1.4 Competence.

Review Leader: Headteacher

Policy Reviewed: July 2022

Next Review Date: July 2024



Appendix 1: Consent form for School trips and other off-site activities

THE KING'S HOUSE SCHOOL, WINDSOR OFF-SITE ACTIVITIES AND VISITS PERMISSION SLIP

Please note the following important information before signing this form:

- This one-off parental consent form covers all trips and activities organised for pupils by the school, including local off-site activities and trips made further afield. It also includes adventure activities and off-site sporting fixtures, which may take place outside of the school day.
- The school will send you information about each trip or activity before it takes place. In the case of local trips/activities, we will give you at least 3 days' notice; in the case of trips further afield, we will give you at least 2 weeks' notice.
- You can, if you wish, tell the school that you do not want your child to take part in a particular school trip or activity by giving at least 24 hours' notice in the case of local trips or one week's notice in the case of trips further afield.
- It is your responsibility to keep the school informed of any changes to your child's medical information so that we may update our records.

Please complete, sign and date the form below if you agree to the above.

My child, _____, has permission to participate in all off-site trips and activities organised by The King's House School, Windsor and to be transported by school staff.

Please specify any medical conditions that the teachers should be aware of (i.e. medicine your child should take on off-site visits etc.)

I consent to my child being given first aid or urgent medical treatment during any off-site visits.

I acknowledge that, despite the school's precautions and supervision, participation in off-site trips/activities may involve some risk of injury or property damage greater than that associated with a classroom-based activity, and I consent to my child's participation with that knowledge.

Parent/Carer Signature

Date



Appendix 2: Risk Assessment

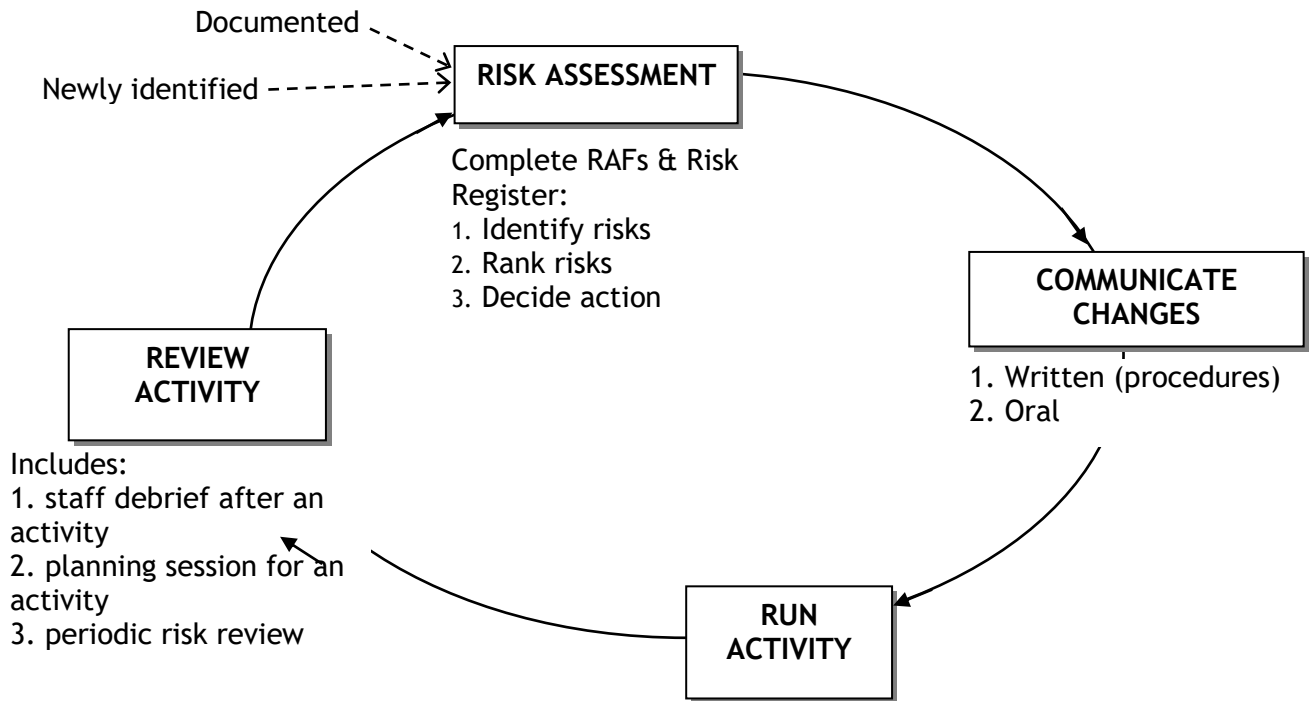
Hazard	Risk	Likelihood High Med Low	Severity High Med Low	People at risk	Controls Eliminate Reduce Accept Ensure	Action How will changes/controls be communicated to the relevant people?	Responsible	Date Completed
		Med	High	Children at school	Reduce			

Responsibilities

Written by:	Type name
Date:	Type date

Executive who reviewed and agreed this assessment:	Type name
Date:	Type date

The process of Risk Management



This diagram is taken from King's Church International's Risk Management policy



Appendix 3: The Checklist

Group Leader

Is there a clearly identified Group Leader who has overall responsibility for planning and organisation?

Purpose

Does the activity have a clearly defined educational purpose related to the aims and needs of the School or the personal and social development of pupils?

Age, Aptitude, Experience

Is the activity suited to the age, aptitude and experience of the pupils?

Location

Is the location of the visit appropriate to the activity to be undertaken?

Information Gathering

Has the Group Leader made a preliminary visit to check arrangements and suitability? (please see further notes on preliminary visits below).

Advice and Approval

Has the Group Leader discussed plans with any other suitably qualified and experienced staff? Which category of visit does this fall within?

Has the Group Leader sought approval from the EVC and Headteacher?

Has the Group Leader notified or sought approval from the School Management Board for Category B & C visits?

Staff

Are members of staff suitably qualified and experienced for leading the proposed activities?

Are all adult roles clearly defined?

Is the adult/pupil ratio within the guidelines for the proposed activities?

Will this include male and female supervision?

If residential, will all accompanying adults be DBS checked?

Parental Consent

Has parental consent been obtained for all pupils under 18?

The Programme

Will all pupils and staff have appropriate clothing and equipment?

Will another provider be offering additional clothing and equipment?

Are alternative activities available, planned and risk assessed?

Finance and Insurance

Have adequate arrangements been made for finance?



Is there a contingency fund where necessary?

Has additional insurance been arranged or need to be arranged?

General Organisation

Is there an adult with appropriate First Aid qualifications assisting with supervision?

Is the Group Leader aware of any dietary, medical or other special needs?

Is appropriate transport available?

What use will be made of mobile telephones (staff and pupils)?

Pre-Visit Briefings: when will briefings be held for/sent to:

Pupils

- Code of behaviour
- ID Card/Emergency Contact Number
- What to do if lost
- Emergency recall & action
- Groupings
- Relevance to prior and future learning

Parents

- Supervision arrangements
- Code of conduct
- Activities to be undertaken
- Transport arrangements
- Equipment list including prohibited items

Staff

- Responsibility is continuous
- Anticipation of hazards
- Code of conduct and pupil expectations
- Pupil groupings
- Lists of names in sub-groups
- Location of all relevant documentation
- Own copies of all emergency contact information
- Accident-emergency procedure
- Emergency contact point at home base

Communication

Has all relevant information been retained at the establishment?



Has a named point of contact been identified at base in the event of an emergency?

Is there an emergency telephone number known to all adults at base and at the site?

Has a system of communicating with parents been arranged for notifying events such as late return?

Risk Assessment

Have all aspects of the visit been properly risk assessed and the findings recorded by the Group Leader?

Emergency Procedures

Has a copy of the emergency procedures been taken by all adults accompanying the party?

Post-Visit

Have arrangements been considered for appropriate follow-up work, evaluation and contacts on return?

This should include:

- Report back to the Headteacher
- Copy of evaluation sent to the School Management Board (if residential)
- Collate and file all documentation
- Enter visit details in Trips Log
- Produce a balance sheet
- Ensure any accident forms are sent to Headteacher and School Management Board (as appropriate)

Preliminary Visits

Wherever possible, the School recommends a preliminary visit to a site or venue should be made prior to a visit taking place. The ideal person to undertake the preliminary visit is the Group Leader, accompanied by at least one other person who will be acting in a supervisory role on the visit. We recognise the importance of reconnaissance visits and do our best to build time in for such pre-visits to take place.

Where it is not reasonably practicable to carry out a pre-visit, then all reasonable steps should be taken to gather as much information as possible from such sources as the centre itself, Tourist Information Centres, the internet, schools who have visited in the past, National Park Offices, etc. It is good practice for organiser to note the following details when undertaking a pre-visit:

- routes, journey time and facilities en route (toilets, rest areas, food stops);
- bus/car access and parking;
- permission, authorisation, access to sites and facilities;
- guides, maps, information, worksheets etc.;
- accommodation details, layout of building etc.;



- meals, routines, duties for pupils, codes of behaviour, local rules;
- washing, drying, recreational facilities;
- fire precautions and fire drill;
- disabled facilities, access, mobility around the building if appropriate;
- equipment needed;
- location and phone numbers of local services such as hospital, doctor, dentist, coastguard, mountain rescue;
- on-site security arrangements.