



Where each child is special and every child matters

# Torpoint Nursery and Infant School

## Educational Visits Policy 2020

- *This policy covers all educational visits and outdoor learning activities organised through the school and for which the Governing Body and Headteacher are responsible.*
- *The Governing Body aims for this school to foster an educational environment in which all members of the school community can thrive, regardless of race, gender, religion or individual need. This aspiration applies equally to the planning and management of all educational visits and outdoor learning.*
- *The management of educational visits and outdoor learning places particular responsibilities for the health, safety and welfare of all participants on the Governing Body, Head teacher, the Visit Leader, members of staff and volunteers, students and parents/carers. The school also has responsibilities to members of the public and to third parties. This policy on educational visits and outdoor learning therefore complements the wider school health and safety policy.*

### Intent

We believe every child should experience the world beyond the classroom.

This school seeks to ensure that outdoor learning and visits are accessible to all, irrespective of special educational or medical needs, ethnic origin, gender, religion or ability to pay. If the proposed pupil group includes young people with special needs, every reasonable effort should be made to find venues and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

We aim to provide educational visit experiences that allow any number of avenues of learning to be explored and which give our children time to observe, question, record in different ways, to use all their senses and to be taken and led by their fascinations.

It is a priority of this school that all visits and off-site activities are very well planned and safely managed, and have clearly articulated learning outcomes and trips

All learning outside the classroom opportunities should also aim to develop children's understanding of expectations for behaviour outside the classroom

Educational visits provide opportunities for children to develop skills specific to outside learning including map work, recording experiences (sketch, use of IT, collecting artifacts etc.)

## Implementation

Procedures are outlined in the appendices

*Appendix One -Booking and Planning Trips Principle and planning overview*

*Appendix Two – Trip paperwork*

*Appendix Three – Risk Assessment*

*Appendix Four– Actions in Case of Emergencies*

*Appendix Five – Roles and Responsibilities*

- It is our policy not to charge for any school trip or activity; although we have occasionally asked for voluntary contributions toward the cost of travel when a coach is required for an educational visit. The contributions are anonymous and children are never asked if they have the contribution. As we have invested in training minibuss drivers we are able to enrich the pupils experience of school as they can take part in a wide range of educational visits at minimal costs to the school
- The model of all pupils in a class or year group experiencing the same school 'trip' is not the sole experience of educational visits within our school. Classes or groups of children often have different experiences that they can communicate to others and thus enrich every child's learning.
- The locality around school harbours a wealth of opportunities within walking distance and within these learners can develop the skills to explore the wider environment as general guidelines the progression for locality for visits is  
EARLY YEARS FOUNDATION STAGE 1  
The school site beyond the nursery.

### EARLY YEARS FOUNDATION STAGE 2

The town of Torpoint within easy walking distance from the school e.g., the supermarket, the post office.....

### KEY STAGE ONE- Y1

More challenging walks around Torpoint; including different housing areas, the river, sites of historical interest.

A local contrasting locality to which is revisited to study it in depth and look at change (currently Antony House is used)

### KEY STAGE ONE - Y2

Visiting contrasting localities to Torpoint that are further afield e.g. those that may require use of a coach or minibus to reach them.

- The Governing Body endorses Cornwall Council's adoption of the Outdoor Education Advisers Panel National Guidance <http://oeapng.info/>
- All staff are aware of and follow their rules and responsibilities in relation to their position on any trips and have been directed to the relevant sections of the Outdoor Education Advisers' Panel website and the appendices of this policy
- Name of EVC: Stephanie Lock
  - The EVC attends the three yearly update training for the role. Attended February 2019
- The Headteacher or The EVC on behalf of the Headteacher is responsible for approving all educational visits and outdoor learning activities. This includes ensuring the Visit Leader is competent to lead the activity in question. Where the responsibility is delegated the Headteacher still retains the legal responsibility. Before leading a school visit teachers will have shadowed a more experienced member of staff on a school visit. An experienced, senior member of staff will accompany new visit leaders on their first trip

## Risk Management

- DfE Advice November 2018 states that there are 2 main types of trip.

### **1.1 Routine visits**

These involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom.

### **1.2 Trips that need a risk assessment and extra planning**

These are trips not covered by current policies. This could be due to things like:

- the distance from school
- the type of activity
- the location
- needing staff with specialist skills

Sometimes a school may just need to review its current plans or arrangements that were successful on previous trips. However, some trips will need risk assessments, detailed planning and informed approval of head teachers or governing boards. The person given the job of managing this should:

- have the skills, status and competence needed for the job (
- understand the risks involved
- be familiar with the activity

Plans should be proportionate and sensible, focusing on how to manage genuine risks.

EVC and head teacher discussed this in relation to our policy 28th November 2018.

Points of note are -

- The vast majority of our trips fall into category 1.2 as they have more risk than slips or trips
- We always review and reuse where appropriate paperwork for recurrent trips.
- The school has a legal duty to ensure that risks are managed, requiring them to be reduced to an "acceptable" or "tolerable" level. Risk management should be informed by the benefits to be gained from participating whereby the starting point for any risk assessment should be a consideration of the intended benefits and learning outcomes. This provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable." Visit Leaders should be clear that on-going (dynamic) evaluation of the risks is still required in the event of changing conditions or unexpected situations.
- We recognise that there are potential hazards in school grounds, the local environment and the wider environment and that there is a need to take appropriate action to manage risk wherever it might occur.
- We understand that activities that take place on a routine or regular basis are just as likely to result in an accident as occasional or "one-off" activities. Repetition of activities, whilst usually leading to improved organization, can result in a false sense of security, complacency and a lack of vigilance.
- We follow the advice of the OEAP National Guidance in relation to risk assessments. This includes recognition that dynamic risk assessment is an important part of any educational visit.

*"Dynamic/on-going - Carried out continuously throughout the visit (not necessary to record). This refers to the on-going monitoring of all aspects of the visit/activity by the visit leadership team. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g. change to plan B). In practice, it is often these on-going decisions of the Visit Leader(s) that determine whether the group remains safe and whether the activity is successful. Hence a competent visit leadership team is essential." OEAP National Guidance -4.3c-Risk-Management2.p*

## Actions in Case of Emergency

We have very clear procedures in the case of emergencies. These are outlined in the appendices together with the relevant documentation to be used by trip and school based staff. This is detailed in the appendices

## Impact

We believe all learning outside the classroom is an effective way to raise achievement through an organised, powerful approach in which direct experience is of prime importance.

### Appendices

*See Appendix One -Booking and Planning Trips Principle and planning overview*

*See Appendix Two – Trip paperwork*

*See Appendix Three – Risk Assessment*

*See Appendix Four– Actions in Case of Emergencies*

*See Appendix Five – Roles and Responsibilities*

## Appendix One

### Booking and Planning Trips Procedures

- Planning for all educational visits begins with considering the potential learning opportunities the trip will provide; trips may be used to answer questions that children have posed but more often are the wow moment that leads onto the mind map that will, as described in the curriculum teaching and learning statement, be used to determine the classes next avenues of learning.
- Whole year group trips are usually planned into the school calendar at the start of the academic year. They should be outline planned at 6 weeks/ half a term in advance. *A more complicated trip in our school is one which requires transport to be booked and /or a venue to be booked.*
- The outline planning for any trip, checked against the school diary, must be submitted to the Head teacher and EVC coordinator before further booking takes place. Once initial approval from the Head teacher has been obtained visits must be entered into the school and Head teacher diary.
- The Cornwall Outdoors arrangements (<http://cornwalloutdoors.org/schools-youth-groups/safety-visits/>) are used for organising more complex visits, typically
  - Adventure activities
  - Foreign visits
  - Residential visits
  - Visits more than 50 miles from base
- There is a planning checklist included in the appendices. When the visit is booked arrangements must be made with the school kitchen
- Pre-visits. In all cases it is very important to undertake a pre-visit. On the rare occasions a pre-visit is considered as not being necessary the reasons must be noted on the visit risk assessment. At this point if all is satisfactory the venue and arrangements such as transport and drivers can be booked and trip planning finalised. If necessary, liaise with the EVC over any changes to the approved itinerary and arrangements.
- ***When the visit is booked and arrangements (see appendices) and risk assessments have been authorised***, then the appropriate letters and consent forms (see appendix for the school standard consent form) can be sent home to parents. Parents make informed consent so the forms must include key information about the planning of the trip.
- Trip letters and consent forms should be sent out at least 10 working days before a trip. At least five working days before the trip class support staff should collect consent forms (bearing in mind some pupils in care of social services may also need additional permission from them) - No pupil will be allowed to go on a visit without parental permission.

NB with reference to the DFE guidance published in November 2018 EVC and head teacher agreed that

- The informed consent form we use for all trips gives parents notification of the trip as suggested.
- We feel it is proportionate to use this for all trips as it also allows parents to inform us latest medical and also the day emergency contacts in an organised way.
- Consent forms must be checked against the class list and taken on the visit by the visit leader
- Final timetables, emergency contacts, a completed copy of the emergency procedures for home contacts sheet (see appendices) and a pupil list must be left with the school office staff or the emergency contact if the trip is out of office hours
- Evaluations are always made after trips and may be recorded on the form in the appendices; particularly if there are points that will inform future trips
- All adults on trips have had DBS forms completed.

- Adults on school trips to complete the consent forms for themselves .These are to be taken by the trip leader and left in school in the same way as pupil consent forms.
- For trips to very crowded locations; particularly those that are distant from the base pupils should be issued with cards identifying the name of the school; the contact number for someone on the trip with them and a base contact number.
- All trips have at least one first aider and an appropriate first aid kit
- Grid references must be included in itineraries and be clear for Emergency contacts as base within their packs
- Pupil to staff ratios for school trips are not prescribed in law. Those planning trips, on the basis of risk assessment, should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the pupils. As general guidance in our school the ratio is 1:6 with one adult without any children. Children with additional needs should have a 1:1 ratio

The school monitors the planning and organisation of visits and outdoor learning through the approval process identified above. In addition, senior staff monitor and governors monitor the management of visits 'in the field' on a sampling basis typically by taking the role of Assistant Visit Leader supporting colleagues during activities and visits.



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<b>Outline visit planning/ proposal form</b>			
<b>Why</b> - (objectives must be linked to NC and class planning)			
<b>When-</b>			
<ul style="list-style-type: none"> <li>• Date</li> <li>• Timings -journey and destination arrival time</li> </ul>			
<b>Where-</b>			
Including grid reference(s)			
<b>Who (1)</b>			
Number of children Makeup of the group We work on the ratios 1 adult to 6 children plus an extra adult and always 3.			
<b>Who (2)</b>			
<b>Proposed supervision levels and suggestions of personnel</b> <ul style="list-style-type: none"> <li>• Special needs - medical behavioral</li> <li>• Identify party leader (ideally extra person)</li> <li>• Deputy leader</li> <li>• First aid cover for the trip</li> <li>• DBS needed for non-school staff</li> <li>• Drivers roles</li> <li>• Emergency contacts</li> </ul>			
<b>How</b>			
Transport/ route <ul style="list-style-type: none"> <li>• Mode of transport</li> <li>• If walking includes details of road crossing (and if support will be needed)</li> <li>• If using a coach costs and if it will be available</li> <li>• If using a mini bus check availability of the mini bus and the driver</li> </ul>			
<b>Contact name and number for destination</b>			
<b>Date for pre visit</b>		<b>Initial risk assessments attached</b>	

## Appendix Two

### Trip paperwork

- Staff can arrange the timetables and groupings sheets in whichever format they wish .



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### Educational Visits Planning Checklist

Venue

Date

Staffing needs checked/discussed with secretary including a first aider	Tick/ date when completed
Pre visit takes place and risk assessments are finalised. Medical needs on risk assessment	
Detailed plans (including 'plan b's) and final risk assessments agreed with EVC (and head teacher) Final bookings made- transport, venue Trip finalised in the school and head teacher diaries	
Letter sent to parents and a consent form, Remember to include proposals for lunch	
Kitchen informed of the trip	
Packs prepared including timetables, pupil lists, medical information and maps etc. dependent on venue. Teaching staff packs must include emergency procedure forms	
Full trip pack must be left for office including a front sheet and emergency procedures for base form must be given to the office. <b><i>(copies of consent forms should be left with the office)</i></b>	
Asthma bags prepared including the asthma administration form	
Arrangements for other medications finalised	
Consent forms Staff on trip check sections of the consent form Copied for office Originals to go in the trip leaders pack which is taken on the trip.	
Final briefing on the morning for all staff on the trip Including signing of risk assessments , reminders of roles and expectations , packs given out	



**Checklist of information to be contained in the office/ emergency contact pack  
(Outside school hours there must be two emergency contacts)**

Summary information sheet- amended with final numbers on the day of the trip after registers have been taken	
Full itinerary including grid references	
Copy of all consent forms	
Copy of <b>Emergency procedures for school base/ emergency contacts</b>	
Emergency contact action card for recording key information	



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**Summary information sheet of all adults and children on educational visits**

**A copy of this must be taken on the trip and given to the school office on the morning of the trip.**

All adults on trip - identify the trip leader and deputy	Phone numbers of teaching staff
<b>TOTAL NUMBER: -</b>	
Children on trip; individual names or classes ( dependent on and timing of the trip class names will be sufficient as office staff will have copies of class registers )	Children absent on the day of the trip
<b>Total Number on the Day of the trip</b>	

Phone numbers of venue(s)

Grid reference(s) of the venue



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Dear Parent or Guardian,

This is a consent form for a trip to XXXX in XXXX on XXXX

- Reason for trip e.g. as part of.....
- Who is going - overview
- timings
- special arrangements

Name of child

Date of birth

Special details - any information about your child's health which may need special attention, but does not prevent them from taking part should be noted below. (For example; **any allergies including plasters or penicillin**, any medication needed and the dosage, travel sickness, diabetes, asthma or epilepsy?)

-

Has your child had any recent illness?

-

Does your child have any specific dietary requirements?

-

Any additional information which may be of use

-

- I consent to any emergency medical treatment required by my child during the course of the visit.
- I consent to my child travelling in a motor vehicle driven by a member of staff or other adult in the event of an emergency and in accordance with associated Local Authority guidance.
- I confirm that my child is in good health and I consider him/her fit to participate.

Signature of parent/guardian

Date

Name of parent/guardian

Address

Telephone number

Contact name and telephone number in event of an emergency

Relationship to child

Name of family doctor

Approximate date of last tetanus injection

## Appendix Three – Risk Assessment

### **Risk Management Principles to be read before completing the Risk Assessment Form**

- The school has a legal duty to ensure that risks are managed, requiring them to be reduced to an “acceptable” or “tolerable” level. Risk management should be informed by the benefits to be gained from participating whereby the starting point for any risk assessment should be a consideration of the intended benefits and learning outcomes. This provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable.” Visit Leaders should be clear that on-going (dynamic) evaluation of the risks is still required in the event of changing conditions or unexpected situations.
- We recognise that there are potential hazards in school grounds, the local environment and the wider environment and that there is a need to take appropriate action to manage risk wherever it might occur.
- We understand that activities that take place on a routine or regular basis are just as likely to result in an accident as occasional or “one-off” activities. Repetition of activities, whilst usually leading to improved organization, can result in a false sense of security, complacency and a lack of vigilance.
- **The Visit Leader is responsible for completing the risk assessments for their activity/visit ideally supported by others in their team. The EVC can help with this process.**
  - **Needs of pupils with SEND must be considered within risk assessments. If felt necessary by the management team a separate risk assessment must be undertaken.**
  - **Needs of pupils with medical needs must be considered within risk assessments. If felt necessary by the management team a separate risk assessment must be undertaken.**
  - The school has a bank of generic risk assessments relating to visits/activities. Visit Leaders may use these as the starting point for their risk management and will need to make them specific to their proposed activity the variables typically being:
    - *Visit Leader team*
    - *Activity*
    - *Student cohort*
    - *Environment*
    - *Distance from base*
- Risk assessments should be saved as paper copies and electronic copies in the school's central location for risk assessments. They should be archived.
- The signed risk assessment will be kept in the trip leaders pack
- We follow the advice of the oeap National Guidance in relation to risk assessments. This includes recognition that dynamic risk assessment is an important part of any educational visit.

*“Dynamic/on-going - Carried out continuously throughout the visit (not necessary to record) .This refers to the on-going monitoring of all aspects of the visit/activity by the visit leadership team. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g. change to plan B). In practice, it is often these on-going decisions of the Visit Leader(s) that determine whether the group remains safe and whether the activity is successful. Hence a competent vvisit leadership team is essential.’ OEAP National Guidance -4.3c-Risk-Management2.p*



## Appendix Four

### Actions in Case of Emergency

- In the case of an emergency the most senior member of staff on a trip will take the lead role in conjunction with the named trip leader.
- The Headteacher must ensure that emergency arrangements are in place, known to staff and in line with Council policy, to cover the range of activities undertaken from the school and the times at which they take place. This will include a minimum of two emergency contact numbers for designated senior members of staff or the governing body out-of hours.
- Emergency procedures are an essential part of planning an educational visit and all members of the visit leadership party must be familiar with them before the departure. Some incidents can be resolved through an on-the-spot response by the Visit Leader however, in the event of a serious incident, which could range from an injury or illness requiring medical treatment to a fatality, the following procedures must be followed. The Visit Leader must ensure that procedures are implemented as quickly and efficiently as possible in order to facilitate help and support for pupils, parents, and staff.
- The school office/Headteacher is the first point of contact in the case of emergency.
- All staff should have available a copy of procedures and other relevant information on all visits.
- Emergency contacts must have a copy of procedures and other relevant information for all visits (see appendices)
- A serious incident is defined as
  - 1). A situation where a group member: has suffered a life threatening injury or fatality or is at serious risk, has gone missing for a significant or unacceptable period
  - 2). Any incident that is beyond the normal coping mechanisms of the Visit Leadership Team.
- Mobile phones -A mobile phone is an essential item of equipment for a Visit Leader and may save valuable time in the event of an emergency. However, difficulties frequently arise with mobile phones due to reception, battery power or insufficient credit. Mobile phones should complement and not replace traditional safety and communication procedures. Visit Leaders should know the mobile phone numbers of other key staff in the party.
- Any accidents and incidents that occur during educational visits and activities must be reported and recorded in accordance with the school health and safety policy. Cornwall Council must be informed of notifiable accidents and incidents which occur in its maintained schools. Accidents and incidents must be reviewed within the school to identify any learning points.



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### Emergency procedures for school base/ emergency contacts

In the event of being alerted to an emergency during an off-site visit use the following to guide your actions:

- **Stay calm - use the checklist to record essential information.**
- **Consider the actions you need to take and contact the appropriate people.**
  - **Reassure the caller and keep them informed of your actions.**
  - **Record all information you receive and actions you take.**
- **Delegate tasks as and when possible/appropriate to allow you to manage the situation.**

Depending on the circumstances and the support required you will need to consider some or all of the following:

- Inform your own senior colleagues, Head teacher first (and governors).
- Inform your employer (the Local Authority). They will assess the level of response required which may involve deploying the Tactical Coordinating Group to give support to you, the party, and parents/carers.
- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
  - Overall Controller
  - Coordinator with group (consider keeping the same person to always speak to the Visit Leader)
  - Communications (could be a number of people dealing with different aspects)
  - Logistics - making arrangements (e.g. transportation/accommodation) for the group and any travelling team if required
  - Resources - e.g. office space, reception for any visitors (parents/carers, media), refreshments / food - Site Manager, admin support
  - Record/log keeper
- Keep a log of all actions, communications and decisions, including the people involved and times.
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text.
- Liaise with your employer (Local Authority) over liaison with emergency services, media, tour operators, insurance companies as necessary.
- Carry out the actions required to support the Visit Leadership team.
- Decide if a 'Travelling Team' is needed to provide support at the scene.
- Ensure the security of your site and ensure that access is monitored and controlled (elements of the press may well seek to gain access wherever they can).
- Make arrangements for relatives to be accommodated onsite or nearby, if necessary, while they wait for news.
- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital
- Control communications and the flow of information to the affected group, parents, other establishment staff (beware of other staff inadvertently starting rumours circulating)
- Control information to the media - use the expertise of the local authority communications team and direct all media enquiries to them.
- Make arrangements for meeting the group back from the visit and returning children to parents.
- Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the Emergency Support Team as well as those directly involved)



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**Emergency Procedures - School base/ Emergency Contact Action Card**

**In the event of receiving an emergency call from a group on a Visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below and overleaf**

Who is calling?
What is their role in the group (Visit Leader, Assistant Leader, Helper, Participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?

Are they staying where they are or moving? If they are moving where to?

What help do they require?

What time did the accident happen?

What time is it now?

Reassure them and tell them they will be called back once you have contacted a senior manager (within 30 minutes). If you receive a call from the media or a Parent, refer them to a senior manager. **PLEASE NOTE - do not speak to the news media under any circumstances other than to refer them to the Communications Officer at County Hall, 01872 322186**

Contact staff in the following priority order and give them the information you have noted.

- Headteacher
- Governors (agreed with Headteacher)
- Local authority

Contacting the Directorate during or outside office hours

Telephone Fire Control **02031622240**. There is a duty officer 24 hours a day. Indicate clearly:

- (a) that it is an emergency on an educational visit.
- (b) that you need to speak to the Emergency Management Officer as soon as possible.
- (c) where you are, who you are and your telephone number (including direct codes if possible - particularly if you are abroad).

Your message will be passed on and an officer will telephone you as soon as possible. Please remain by the telephone

**PLEASE NOTE - do not speak to the news media under any circumstances other than to refer them to the Communications Officer at County Hall, 01872 322186**



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## Emergency Procedures - TRIP STAFF

### First Response - Care of the Group and Colleagues

- 1 **REMAIN CALM** - Assess the situation.
- 2 Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
  - ✓ accounted for
  - ✓ safe
  - ✓ adequately supervised
  - ✓ briefed to ensure that they understand what to do to remain safe.
- 3 Delegate to Assistant Leaders if possible so you can keep an overview of events.
- 4 **Call emergency services as appropriate.**
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
  - a. Preserve life
  - b. Prevent the condition worsening
  - c. Promote recovery

Casualties need to be able to breathe - if they are unconscious put them into a safe airway position

Find and stop any serious external bleeding

Protect the casualty from the environment - keep them warm

Monitor their condition, reassure them and provide emotional support

### Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact **01752 812245** or **01752 812000**, if unavailable, the Local Authority- Emergency Contact. **02031622240**
- **Remain calm and be prepared to give details of the emergency and where you are**
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Legal liability should not be discussed or admitted.
- Refer all media, parental or other enquiries to the Communications Officer at County Hall,
- An adult from the party should accompany any casualties to hospital
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.

## Appendix Five

### Responsibilities and Roles

#### The Head teacher will:

- ensure all visits and outdoor learning activities have appropriate and clearly articulated learning outcomes
  - approve all visits and activities, based on compliance with relevant Cornwall Council guidance, recognised best practice and the school's policy
  - ensure off-site activities and visits are led by competent staff who are suitably experienced to assess the risks, manage the activity and manage the particular group of young people
  - check that the staffing ratio is appropriate for each visit
  - ensure Visit Leaders have access to a planning checklist, based on the National Guidance,
  - check that risks have been assessed, significant risks recorded and suitable control measures are in place
- monitor educational visits and outdoor learning and provide a regular report to the Governing Body about the activities which have taken place

#### Educational Visits Coordinator

In order to carry out the above responsibilities effectively the Head teacher may delegate specified tasks to a suitably experienced and competent Educational Visits Co-coordinator (EVC). The Head teacher will be considered to be the EVC where tasks are not delegated to a named member of staff. The EVC will be responsible for carrying out agreed tasks and must attend the relevant training provided by Cornwall Council.

#### The Visit Leader

The Visit Leader will:

- follow policy and procedures of the OEAP Cornwall Council and the school in relation to planning and leading
- have overall responsibility for the supervision and conduct of the visit or activity
- articulate clearly the learning outcomes of the visit/activity
- where appropriate, appoint a Deputy Leader who can take over at any time
- clearly define the roles and responsibilities of all adult helpers
- obtain the Headteacher's approval (or the EVC on his /her behalf) before any visit or outdoor learning activity takes place
- assess the risks involved and amend as appropriate any previously recorded risk assessment
- use the school planning checklist to ensure all procedures have been followed
- ensure an EV form is completed if the visit falls into any of the required categories
- inform parents fully about the visit and gain their consent, where appropriate
- establish emergency procedures for all elements of the visit
- ensure adequate first aid provision is available
- re-assess risks while the visit or activity takes place
- ensure there is a contingency plan (Plan B) should a significant change to the programme be necessary due to weather or other factors.

#### Responsibilities of additional members of staff assisting with visits and outdoor learning

Members of staff, volunteers and other helpers should:

- assist the Visit Leader to ensure that the intended learning outcomes are being addressed

- assist the Visit Leader in ensuring the health, safety and welfare of young people on the visit
- be clear about their roles and responsibilities whilst taking part in a visit or activity.

#### Responsibilities of parents/carers

Parents have an important role in deciding whether a visit or outdoor learning activity is suitable for their child.

Subject to their agreement to the activity parents should:

- support the application of any agreed code of conduct
- inform the Visit Leader about any medical, psychological or physical condition relevant to the visit
- provide an emergency contact number;
- sign the consent form.

#### Responsibilities of pupils

Pupils also have responsibilities about which they should be made aware by the Visit Leader or other members of staff for their own health and safety and that of the group. Young people should:

- follow instructions of the Visit Leader and other members of staff
- behave sensibly, keeping to any agreed code of conduct