



“Creating excellence, embracing all.”

Botley School Educational Visits Policy

Policy determined 4th July 2023

Botley School governing board

Reviewed 2nd July 2024

Reviewed 8th July 2025

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity

Teamwork

Kindness

Respect

Resilience

Creativity



Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Botley School a supportive and effective learning environment. Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school. Parents will be notified and asked for their consent.

The benefits to pupils of taking part in visits and learning outside the classroom include but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. I.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Out of hours Clubs (music, drama, art, science, sport, chess, gardening, etc.)
- School teams (football, netball, cricket, dance, etc.)
- Nearby visits (libraries, shops etc)
- Day visits for particular year groups connected with the learning objectives for specific curriculum areas.
- Residential visits for Year 6 pupils.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

All staff are required to plan and carry out visits in line with school policy (i.e. this document), ACER Trust policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance. There is a trip checklist available for all staff planning a visit (see Appendix A)

Types of Visit & Approval

There are three 'types' of visit:

1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. (Enrichment) These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. Other non-residential visits within the UK that do not involve an adventurous activity. These are submitted to

the EVC for checking. The EVC then submits to the Head for approval.

3. Visits that are overseas, residential, or involve an adventurous activity.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits. They should obtain outline permission for a visit from the Head or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinators (EVC) are Elspeth Doran and Sam O’Leary who will support, mentor and challenge colleagues over visits and learning outside the classroom activities. The EVC is the first point of contact for advice on visit related matters and will check final visit plans before submitting them to the Head.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval.

The Acer Trust is responsible for the final approval of all visits that are either overseas, residential, and/or involve an adventurous activity.

External Contractors: Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the children. All payments for the visit will be made through the school's accounts.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is ready to be a visit leader, the Head will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader’s ability to make dynamic risk management judgements and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Consent

For out of hours clubs and school teams, parents will need to give permission for their child to join the club or team but will not need to give permission for every session. In giving permission, parents need to be aware that they are fully supporting the school’s normal Positive Behaviour Policy. Parents will be given a timetable for the activities that children are involved in and will be informed if an activity is cancelled.

For any visit off site or lasting a day or more parents will be asked to give consent for their child to take part. As part of the parents' consent, they will be fully informed of the activities and arrangements for the visit. For all residential visits, parents will be invited to at least one briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit. The school follow the Acer Trust ‘Remissions and Charging Policy’ which applies to all educational visits.

Staffing and Volunteers

The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Where it is appropriate, the school will ensure that DBS screening is available for volunteer adults assisting with educational visits and activities. Before a trip or activity occurs, it is the job of the Visit Leader to brief volunteers on the trip and their role. Volunteers cannot be used to lead a group or activity but are instead there to support members of staff. At no point during a trip or activity can a volunteer be left alone with a child(ren) unless in the case of an emergency.

Ratios

There are currently no official ratios. When planning a trip, the Visit Leader is to consider the activity taking place, the number of children attending as well as any behavioural needs that need to be supported. As an approximate guide, for trips outside of the school grounds where pupils will be walking in a public space in groups, the ratio of adults to children will generally match the age range: Eg, age 4 1:4 pupils; age 5 1:5 pupils etc...

The Expectations of Pupils and Parents

The school has a clear code of conduct for school visits based on the school's 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a fixed term exclusion from school. Where appropriate, the school will state the implication for parents (associated costs, collection of children) as part of the signed agreements from parents

Risk Assessments

Risk assessments will be created for each individual trip or activity. Risk assessments must include information for named children (initials only) regarding Medical Needs and Behavioural Needs. Staff medical needs must also be identified. The risk assessment must clearly state the Designated First Aider for the trip or activity. All risk assessments must be completed two weeks before the date of the trip or activity. This is to ensure the correct level of assessment has taken place. If there is an opportunity for a trip or activity at short notice, then after discussion with the EVC and Head, a risk assessment can be completed within a shorter time frame.

Emergency Procedures

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the Acer Trust in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry an incident log with the emergency details listed

7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Reporting Incidents

Lead staff will keep an incident report form with them on every trip to record any incidents. On return to school, these will be reported as appropriate on the school compliance system (Every).

Evaluation

All visits will be evaluated by the Visit Leader within the evaluation section of the risk assessment before returning the document to the EVC. Any issues raised in the evaluation will be used to plan future trips or activities.

Insurance

The school is responsible for ensuring the correct level of insurance for educational visits, both day trips and residential trips. The School will liaise with the Operations team at Acer Trust to ensure the correct level of insurance is in place before any trip leaves the building.

Finance

Parents may be asked to pay a voluntary contribution towards the cost of a trip. The school will not make a profit on any school trips and will not refuse a child a place on a trip based on finance. All letters will ensure parents understand who to speak to in confidence should they not be in a position to pay a voluntary contribution. Pupil Premium funding may be used to support vulnerable pupils who would otherwise not be able to attend. If there are not enough voluntary contributions paid for the costs to be covered by the school, the trip may be cancelled.

Data Protection

Any packs for volunteer helpers will be collected in at the end of the visit, including risk assessments. All volunteers will be reminded of our GDPR and confidentiality policies and will have received a safeguarding induction before being allowed to volunteer on a school visit.

Safeguarding

Where necessary, a Designated Safeguarding Lead member of staff or the Senior Leadership Team will accompany the pupils for the visit. In all other cases, the Trip Leader will have up to date Safeguarding and Child Protection Training. A DSL or member of the SLT will accompany all residential trips.

Appendix A

Acer Trust Critical Incident plan for educational visits.

| Ref | Educational visit leader - initial response | Tick / sign / time |
|------------|--|---------------------------|
| E1 | Ascertain the whereabouts of all students and staff. Ensure the emergency services are aware of anyone who is unaccounted for. | |

| | | |
|-----|--|--|
| E2 | Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad. | |
| E3 | Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene. | |
| E4 | Establish arrangements to meet the immediate welfare needs of students and staff. | |
| E5 | Identify students with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any students or staff with known medical conditions or requirements. | |
| E6 | Ensure that a member of staff accompanies any students to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / student ratio. | |
| E7 | Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made. | |
| E8 | Keep a log of important information, actions taken and decisions made. | |
| E9 | Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). | |
| E10 | Avoid making comments to the media until parents / carers have been informed. | |
| E11 | Do not discuss legal liability with others. | |

| Ref' | Educational visit leader - ongoing response | Tick / sign / time |
|------|--|--------------------|
| E12 | Continue to assess any risks to students and staff. Take action to prevent further harm if necessary. | |
| E13 | Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations. | |
| E14 | Continue to brief staff and allocate tasks on a regular basis. | |
| E15 | Monitor and reassure students. Make arrangements for the longer-term welfare needs of students and staff. | |
| E16 | Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children. | |
| E17 | Liaise with the tour operator / provider, if appropriate. | |
| E18 | Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them. | |
| E19 | If abroad, contact the Foreign & Commonwealth Office for support. | |
| E20 | If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment). | |
| E21 | Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. | |
| E22 | Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified. | |

| | | |
|-----|---|--|
| E23 | Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests. | |
| E24 | Ask students and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones). | |

| Ref' | Educational visit leader - recovery | Tick / sign / time |
|------|---|--------------------|
| E25 | Please refer to Section 13 for providing welfare arrangements and post incident support after the initial emergency response. | |
| E26 | Complete any necessary forms / paperwork. | |

Appendix 2

Master School Visit Risk Assessment

| Risk Assessment Form | | | | | | | |
|--|---|---|---|----------------|--------------------------------|--|--|
| Location: | | Date Assessed: | | | Trip/Event Leader: | | |
| Task/Activity, Class Attending & Date of Trip/Event: | | Reflection Date: | | | Approved by: | | |
| | | Please remember to complete Google Form | | | J Reid (Head) E Doran (EVC) | | |
| Activity/Task | Hazard/Risk | Persons at risk | Controls in place | Severity (1-5) | Likelihood (1-5) | Risk/Priority | Additional controls required |
| All Educational visits or school trips | An emergency or incident which is outside of the planned risk assessment that requires additional support or assistance | Staff, Pupils, Volunteers | The trip Leader will contact the school emergency number to speak to the Member of senior Leadership Team in charge. School Emergency Number: 07896988077 | 3 | 2 | 6 | In the event of a critical incident the SLT on duty will contact the OCC emergency units 24 hour OCC contact for major emergencies: 07771 878725 Thames Valley Fire Control Service 01183 589333 with a request for the OCC Duty Emergency Planning Officer to be contacted <i>A critical incident is where any member(s) of a group undertaking outdoor learning, visits and/or LDC activities are involved in an incident that will typically:</i> <ul style="list-style-type: none"> • Result in single or multiple fatality • Incur life threatening injury requiring immediate hospitalisation • Suffer life threatening ill health, requiring immediate hospitalisation • Involve one or more participants having gone missing for a significant period of time • Incur significant media coverage |
| Designated First Aider: | | | | | | Medical & behavioural provision assessed and approved by Lead First Aider: | |
| Medical needs: | | | | | | | |

| | |
|---|--|
| Behaviour/emotional needs (initials of child, linked adult & specific actions): | |
| Risk Assessment read by designated staff and volunteers (please sign and date): | |

| Likelihood |
|-------------------------------|
| 1. Improbable / very unlikely |
| 2. Unlikely |
| 3. Even chance / may happen |
| 4. Likely |
| 5. Almost certain / imminent |

| Severity (Consequence) |
|--|
| 1. Negligible (delay only) |
| 2. Slight (minor injury / damage / interruption) |

| RISK / PRIORITY INDICATOR MATRIX | | | | | | |
|----------------------------------|------------------------|---|----|----|----|----|
| LIKELIHOOD | 5 | 5 | 10 | 15 | 20 | 25 |
| | 4 | 4 | 8 | 12 | 16 | 20 |
| | 3 | 3 | 6 | 9 | 12 | 15 |
| | 2 | 2 | 4 | 6 | 8 | 10 |
| | 1 | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 | |
| | SEVERITY (CONSEQUENCE) | | | | | |

| | |
|---------|---------------------|
| Summary | Suggested Timeframe |
|---------|---------------------|

| |
|---|
| 3. Moderate (lost time injury, illness, damage, lost business) |
| 4. High (major injury / damage, lost time business interruption, disablement) |
| 5. Very High (fatality / business closure) |

| | | |
|-------|--------|-------------------------------------|
| 12-25 | High | As soon as possible |
| 6-11 | Medium | Within the next three to six months |
| 1-5 | Low | Whenever viable to do so |