



### Educational Visits Policy v7

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<b>Target Audience</b>	All staff and parents - website
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<b>Next review</b>	June 2026  <i>This document will remain valid during review process.</i>



# Our Vision, Mission and Values



## Vision

*To give children and young people with additional learning needs every opportunity to pursue their fullest potential, by providing a specialised service through a holistic integrated approach.'*



## Mission

*'To provide a safe, caring and stimulating environment for all pupils, challenging them to achieve their maximum potential through equal access to an appropriate and relevant curriculum.'*



## Values

### Belonging

We are a community with a shared purpose, everyone is accepted, everyone matters.

### Commitment

every day we strive to make a positive difference for the children, young people and their families.

### Ambition

we have high expectations; we will never settle for 'OK'

## **Introduction and Rationale**

At Craig Y Parc we are committed to providing valuable learning experiences. We believe that the extended curriculum and educational visits enable us to enrich and ensure all-round provision for our learners. In line with national guidelines and adhering to the document "Educational Visits: A safety guide for learning outside the classroom All Wales guidance 2010", all educational visits are planned first and foremost with the health and safety of the pupils in mind alongside the educational objectives of our curriculum, as well as the key questions outlined in the Common Inspection Framework.

Staff at Craig Y Parc understand that carefully planned and well executed educational trips/visits provide extremely valuable experiences and learning opportunities for our pupils, enhancing the work carried out within all areas of the school curriculum. All visits which take pupils off the school grounds count as educational visits and as such this policy applies.

Educational Visits such as trips to local areas of interest and leisure facilities further support work during more formal sessions. These visits provide additional stimuli to the pupils as well as showing them practical reasons for some of the subjects or topics they are learning within school. All educational visits are chosen, planned and organised in such a way as to ensure that pupils derive maximum educational benefits from the visit. As a rule and for reasons of practicality Craig Y Parc has given 'general' permission for trips to places such as the local shopping centres, local parks, and the leisure centres, to go ahead with the consent of an 'on site' leader following the submission of a risk assessment and "going out sheet" on the day. Other trips, those that involve travelling further afield are not to proceed without each trip having written permission/clearance from the headteacher.

For any educational visit of a residential nature, the group leader prior to any plans and arrangements being made to proceed with the visit must obtain specific written permission from the headteacher.

## **Aims and Strategy for Implementation**

The planning of an educational visit is crucial to its success. With rigorous organisation and control, visits should provide a rich learning experience for the pupils. The following guidelines and procedures are necessary to enable the planning and implementation of educational visits organised by Craig y Parc school.

The Educational Visits Co-ordinators for the school will be the Headteacher.

### **The Educational Visits Co-ordinator will:**

- Ensure a suitable group leader/s is appointed for each individual educational visit.
- Ensure the group/s leader/s has/have experience in supervising and managing the group/s going on the visit and will organise the group effectively.
- Ensure the group/s leader/s has/have relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity.
- Suitable risk assessments have been completed and checked

The Group leader is the person leading the visit.

The group leader will ensure that:

- Staff are conversant with the school's policies and procedures relevant to the visit.
- Risk assessments are completed signed and submitted to the educational visits co-ordinator, a week prior to visit, there are some exceptional cases where this will not be possible. In this case, the group leader will ensure the educational visits co-ordinator approves the visit and provides a signature to verify this.
- The educational visits co-ordinator has approved the visit.
- Parents/carers have signed consent forms first allowing for their child to attend any education visit and then for more specific trips if necessary.
- Individual risk assessments are checked and adhered to, including careful checking of things such staff ratios and exposure to other antagonising risks such as crowds
- Arrangements have been made for all the medical needs of all pupils.
- The mode of travel is appropriate and meets the needs of all pupils.
- Going out sheets are submitted on the morning of the trip.
- There is adequate and relevant insurance cover in place.
- That they have the names of all the adults and pupils in the traveling group.
- They have the address and phone number of the visits venue and have a contact name.
- That copies of travel documents remain behind in school with the emergency contacts.
- The visit is evaluated on return and inappropriate aspects are listed to inform future visits and any changes to risk assessments moving forward.
- A suitable method of communication is with the group leader e.g. using the schools mobile phone the group leader, has overall responsibility for the supervision and conduct of the visit.

Group leaders should:

- Have visited the proposed venue (if this is possible) prior to the visit
- Be able to manage and lead pupils with known abilities/difficulties
- Be suitably qualified and insured if instructing a specialist activity
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents, letters requesting permission, etc.
- Provide information on the trip to the pupils
- Undertake, complete and sign a comprehensive risk assessment/s
- Have regard to the health and safety of the group at all times
- Know all the pupils proposed for the visit to assess their suitability
- Have at least one first aid qualified member within their team dependant on the size of the group
- Appropriate first aid equipment is carried at all times
- Ensure that pupils understand their responsibilities and the behaviour expected of them
- On residential visits, contact the school immediately or as soon as possible after arrival at the venue and when the school group sets off on their return journey at the end of the visit
- Evaluate the visit at the end and submit any changes that may be needed for the future.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Likewise, any pupils for whom it is felt would not access or be able to 'cope' with the visit will not be taken. The curricular aims of the visit for those pupils will be fulfilled in other ways. Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties, which may arise, and making plans to avoid them.

The Headteacher has overall responsibility for all off-site visits and has completed their IOSH Managing Safely accreditation. This responsibility is delegated in turn by degrees to the group leader/s to carry out the detailed planning required.

The Headteacher still retains the responsibility of ensuring that the group leader/s plan and lead the visits with the final sign off and approval being undertaken by the Headteacher prior to commencement of the visit.

Staff undertake annual training in relation to Educational visits which is supported by the Group Head of Regulatory Quality Compliance and Policy.

## **Risk Assessments**

A risk assessment should always be carried out before a visit, using Craig Y Parc's Risk Assessment Proforma. Where applicable, risk assessments should be received from providers, professional visit organisers and/or the venues.

These risk assessments should be evaluated to ensure they meet the levels of safety required for the pupils. The group leader/s has responsibility for producing the 'final' risk assessment and this will support the Headteacher / Assistant Headteacher in determining whether the staff: student ratios for each visit are suitable.

At Craig Y Parc, the preference is to have extremely high staff to student ratios as far as possible. The risk assessment should include the following considerations:

- What are the risks?
- Whom do they affect?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader/s guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What are the acceptable ratio of staff to students for this visit?

The group leader/s and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader/s should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken;
- The location;
- The competence, experience and qualifications of supervisory staff;
- The group members' competence, fitness and temperament;
- Pupils with medical needs and or physical needs; • The quality and suitability of available equipment;
- Seasonal conditions, weather and timing.

As part of the risk assessment measures, pupils will be made more aware of emergency procedures, using communication strategies to meet individual needs prior to the visit, without attention necessarily being drawn to 'potential hazards' on the site of the visit; for example, a 'general' discussion on how to behave near water, talk about life belts, recognising a life guard etc, for the pupils whom this information is applicable.

## **Exploratory Visit**

Wherever possible the group leader/s should undertake an exploratory visit to:

- Ensure that the venue and activities on offer are suitable to meet the aims and objectives of the school visit
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of the staff and pupils in the group
- Ensure that the group leader is familiar with the area before taking a party of young people, if it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group.

Many venues now provide general risk assessments. In addition, it may be worth seeking views from other professionals who have recently visited the venue. In some cases, such as when taking walking parties to remote areas or if planning activities involving a seaside trip, it may be appropriate to obtain local information from the Tourist Boards, for information such as lifeguards, tides etc.

### **First Aid At Craig Y Parc**

All school visits will have a first aid qualified staff member or first aid awareness as part of the supervisory adults.

The minimum first aid provision is:

- A suitably stocked first aid box
- A person to be appointed to be in charge of first aid arrangements
- A key member of the staff group (group leader or deputy leader) to be responsible for student medication kept in a locked box.

First aid should be available and accessible at all times. If a first aider is attending to one member of the group, there should be adequate first aid cover for the other pupils.

Each vehicle will have a suitable first aid kit.

There are two forms of supervision commonly used on educational visits: remote and near supervision.

Craig Y Parc staff will use **near supervision** at all times, in that at all times on visits, all pupils will be in clear view of at least one member of school staff in the day time (except when a student is using a 'bathroom' or such facilities and where they are independent, there will be adults just outside the facilities). At no time will pupils be allowed to 'go off' without a supervising adult.

During night time, (on residential visits) pupils will be adjacent to staff bedrooms and all communicating doors will be unlocked. It is important to have a sufficient ratio of

adult supervisors to pupils for any off-site visits. The factors to take into consideration include:

- Sex, age and ability of group
- Nature of activities
- Experience of adults in offsite supervision
- Duration and nature of the journey
- Type and appropriateness of any accommodation
- Competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with any emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

All staff must understand their roles and responsibilities at all times. In particular, all group leaders should be aware of any pupils who may require close supervision, such as those with medical needs or those with behaviours that challenge.

Whatever the length and nature of the visit, regular head counting of pupils should take place at regular intervals – although total reliance should never be placed on ‘head counting’ alone. Group leaders should not only ‘head count’ but should also either roll call name (not fixed roll call, but talk to each individual) or make eye contact with each student on a regular basis. Head counts should be every 2 minutes or less when in the ‘open’ (i.e. not in a room or on a coach, etc). The group leader/s should establish rendezvous points and tell staff / pupils what to do if they become separated from the party.

### **Communication**

Two mobile phones should be taken on each outing and kept on staff and not in the vehicle. Staff should ensure that they are able to communicate with each other during the outing and that they have all phone numbers. Should a member of staff/pupil go missing then staff should call back to school to inform the Headteacher.

Should staff need to go in search of missing staff or pupil, it will be approved by the Headteacher and suitable levels of supervision should be in place. No groups of staff and pupils should be left without access to a mobile phone. It is the decision of the group leader as to when to call support from emergency services. Contact details for the Headteacher on call number can be found in the going out sheet that goes out with every off site activity.

The headteacher should be informed directly after the emergency services.

### **Preparing Pupils**

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Where appropriate, pupils must understand

what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. Where possible, learners should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Prior to the educational visit, pupils will be given all relevant information (see below) as far as possible and in an accessible format.

During the visit they should not be coerced into activities they are uncomfortable with participating in. Pupils whose behaviour is such that the group leader/s is concerned for their, or others safety, should be withdrawn from the activity. On residential visits the group leader/s should consider whether such pupils would return home early, in which case additional school staff may be asked to collect them from the venue.

### **Information**

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

- Where applicable, pupils should understand:
- The aims and objectives of the visit/activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Why safety precautions are in place
- Why special safety precautions are in place for anyone with disabilities
- What standard of behaviour is expected from them
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures
- Rendezvous procedures

### **Transport**

- Pupils using transport on a visit should be made aware of basic safety rules including
- Do not rush towards the transport when it arrives
- Wear your seatbelt and stay seated while traveling on transport
- Make sure your bags do not block aisles on the transport and are stowed appropriately

- Never attempt to get on or off the moving transport
- Never throw things out of the transport vehicle's windows
- Never get off a vehicle held up by traffic lights or in traffic
- Never kneel or stand on seats or otherwise impede the driver's vision
- Never distract or disturb the driver
- Stay clear of automatic doors / manual doors after boarding or leaving the transport
- After leaving the vehicle, follow the instructions from the school staff on how to safely move away from the vehicle
- If you feel unwell or have any other issue while traveling, tell a staff member of staff.

### **Inclusion**

The Headteacher will not exclude pupils from any visits unless there are compelling reasons for doing so. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Accessibility for all will be a primary factor in choosing the types of educational visits pupils at Craig y Parc will access.

Special attention will be given to appropriate supervision ratios and additional safety measures, if required, will be addressed at the planning stage.

### **Coastal Visits**

Group leaders and other staff should be aware that trips to or by the sea represent a number of dangers quite apart from those incurred in swimming.

At Craig Y Parc, the group leader/s should bear the following points in mind in the risk assessment of a coastal activity:

- Choose a beach with lifeguards on duty
- Ideally choose a beach which has won a cleanliness award
- Notify the lifeguards (if possible) of the pupils and give them a general awareness of any needs they may have
- Tides and sandbanks are potential hazards so timings and exit routes should be checked
- Ensure group members (including pupils, as far as they are cognitively able) are aware of warning signs and flags
- Establish a base on the beach to which members of the group may return if separated
- Look out for hazards such as glass, barbed wire and sewage outflows etc
- Some of a group's time on a beach may be recreational.
- Group leaders should consider which areas of the terrain and sea are out of bounds and make this absolutely clear to the pupils.

- Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a student group. Swimming in the sea on a coastal visit, will NOT be allowed for pupils. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas, which have close surveillance. Pupils should always be in sight of their staff member.
- Where paddling is to be allowed on a visit, a high staff ratio may be required.

### **Farm Visits**

Craig Y Parc recognises that farms can be dangerous even for the people who work on them. Taking pupils to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections. The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basic rules for a farm visit will be that staff will avoid ever letting pupils:

- Place their faces against the animals or their hands in their mouths after feeding them
- Eat until they have washed their hands
- Sample any animal foodstuffs
- Drink from farm taps (other than in designated public facilities)
- Ride on tractors or other machines
- Play in the farm area

Craig Y Parc offers pupils a wide range of educational visits that promote Fundamental British Values. These include visits to government buildings, museums, courts and buildings of religious importance.

