Godstone Primary and Nursery School



Educational Visits Policy

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REVIEWED BY: Headteacher
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Introduction

This policy provides concise and supportive guidance for the planning and management of off-site visits and related activities.

All visits and Learning Outside the Classroom (LOtC) activities will be planned in such a way as to ensure that the benefits and intended learning outcomes are clearly identified and understood by the supervising adults beforehand and can form the basis for objective evaluation afterwards.

Godstone Primary and Nursery School uses Surrey's internet-based system, 'EVOLVE', to facilitate the efficient planning, management and approval of visits. All staff that lead or accompany visits can access their own 'EVOLVE' account, which is set up by the school's Educational Visits Coordinator (EVC).

Arrangements and considerations for all visits and LOtC activities will be recorded, either on 'EVOLVE', by means of standard operating procedures using generic risk assessments (visits), or in standard lesson plan (LOtC) format, as deemed most appropriate by the Headteacher in order to minimise the associated bureaucracy.

Scope and Remit

It is a legal expectation that employees must work within the requirements of their employer's guidance. This policy relates to *Surrey County Council's Guidance for Outdoor Educational Activities and Offsite Visits* (stored on the school's staff share) and it is the expectation that all staff will follow its requirements. It also links to:

https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits

This policy applies to all members of school staff, and other adults associated with Godstone Primary and Nursery School who take responsibility for children and young people participating in learning and recreational activities in environments that are different from where the young people are usually based. It therefore applies when organising and supervising children and young people taking part in off-site activities and visits, as well as when taking part in on-site activities outdoors.

This policy provides the key reference for sound planning for learning and recreational activities that involve taking groups of children and young people away from their usual operational base. It should be implemented when using places such as:

- the school grounds
- the local environment
- places further afield e.g. visits to local libraries, theatres, and museums etc.
- residential venues

and involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom (LOtC);
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base.

Staff must ensure the children are supervised in accordance with the contents of this policy, regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

Roles and Responsibilities

Under the Health and Safety at Work Act (1974), health and safety responsibilities lie with the employer, the governing body of Godstone Primary and Nursery School. They have the legal responsibility to carry out the duties imposed by the Act. However, the governors can delegate the tasks necessary to discharge these duties, even though the overall responsibility for health and safety rests with the employer.

At Godstone Primary and Nursery School, the tasks of scrutinising and approving arrangements for Offsite Visits and LOtC activities are delegated to the Headteacher of the school.

Headteacher (see National Guidance (NG) www.oeapng.info docs 3.4g, 3.3b)

The Headteacher will ensure that: -

- All off-site visits and LOtC activities comply with employer guidance and are notified or submitted for formal approval as required;
- All staff involved are competent to carry out such responsibilities as they may be allocated;
- There is a clearly defined EVC and that person meets employer requirements, including undertaking EVC Training, as required by their employer's policy;
- If taking part in the visit or activity as either an Assistant Leader or as a group member, s/he is clear about his/her role and that s/he should follow the instructions of the designated Visit Leader (who will have sole charge of the visit);
- Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the young people is regular or significant, DBS checks must be in place as required;
- S/he is assured that the EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated;
- Sufficient time is assigned for staff to organise visits properly;
- A culture of apprenticeship / succession planning, to ensure sustainable visits and the development of competent visit leaders and EVCs, is supported within the school;
- The EVC is supported in ensuring that visits are effectively supervised with an appropriate level of staffing;
- The EVC is supported in ensuring that visit information has been shared with parents in a timely manner and that consent has been sought where necessary;
- Arrangements are made for the medical needs and special educational needs of all the young people and staff;
- Inclusion issues are addressed;
- Suitable transport arrangements are in place and meet any regulatory requirements;
- Insurance arrangements are appropriate;
- Details related to the visit (including person details of both participants and staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident;
- That there are contingency plans in place should the visit plan be significantly changed or cancelled (Plan B);
- Arrangements are in place for the governing body to be informed of such visits as are required by the establishment visit policy;
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;

- Establishment visit policy should identify the types of visit that require a preliminary visit (*see* ***Planning***);
- All visits will be recorded on EVOLVE either using the standard Visit Form or as a Local Area Visit, the latter of which will be predefined in the school's Local Learning Area document (*see* ***Appendix 1***);
- Where the activities or visit involves a third party provider, appropriate assurances have been sought; national schemes e.g. LOtC Quality Badge, AALA licence, Adventuremark, or a clear Provider Statement, are recognised in keeping with HCC's recommendations and make further seeking of provider assurances unnecessary;
- All visits are evaluated on EVOLVE with regard to how closely they meet intended outcomes, teaching and learning, quality of experience(s) and best value, together with addressing issues raised by any serious incident and to inform the operation of future visits;
- The establishment visit policy includes appropriate emergency procedures in case of a major incident (*see* ***Emergency Procedures***);
- The establishment visit policy includes a procedure to ensure that parents are appropriately informed in the event of a serious incident (*see* ***Emergency Procedures***);
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR.

Educational Visits Coordinator (EVC) (see NG docs 3.4j, 3.3a)

To help fulfil its health and safety obligations for visits, Godstone Primary and Nursery School, has a specifically designated EVC who supports the Headteacher with decisions about arrangements for offsite visits

The EVC will: -

- Be specifically competent, ideally with practical experience in leading and managing a range of visits like those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management of the establishment. Where the EVC role is attached to an administrative post, or where a post holder is not an experienced visit leader, s/he will receive structured support in the form of regular supervision meetings from a designated establishment colleague who has that practical experience.
- Attend training, and update training, as required by their employer.
- Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions.
- Ensure that a policy is in place for offsite visits and LOtC activities, that it is updated as necessary, and is readily available to staff.
- Ensure that procedures should aim to minimise bureaucracy, taking full advantage of any national schemes that provide assurances regarding safety and quality of provision (e.g. there should be no need to seek assurances from adventure activity providers who hold the LOtC Quality Badge, a current AALA Licence, or Adventuremark).
- Have an appreciation of the value of LOtC and educational visits.
- Ensure offsite and LOtC activities meet employer guidance requirements.
- Ensure the Headteacher, Visit Leaders, assisting staff and voluntary helpers understand that all staff involved in visits require access to training at an appropriate level to ensure that employers' guidance and the school's procedures are properly understood.
- Ensure offsite activities must be led by competent leaders and that assistant supervisors are competent to carry out the tasks to which they are assigned.
- Organise the training of leaders and assistant leaders, including voluntary helpers.
- Support the Headteacher with approval and other decisions.
- Monitor visit planning and arrange for sample monitoring in the field as appropriate.

- Ensure DBS checks are in place where required.
- Provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.
- Ensure there is a 24/7 emergency contact(s) for each and every visit and that emergency arrangements are in place.
- Ensure that medical and first aid issues are addressed.
- Ensure that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party including staff.
- Ensure that visits are reviewed and evaluated on the risk assessment document (this process may require the reporting of accidents and incidents) and that any "lessons learned" are recorded for future reference.
- Ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.
- Keep up to date via EVC training events and employer information updates.

Visit Leaders (see NG docs 3.4k, 3.3e)

The Visit/Activity Leader will: -

- Have the overall responsibility for supervision and conduct of the visit. S/he must be an employee and not a volunteer.
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so.
- Plan and prepare for the visit, taking a lead on risk management. Godstone Primary and Nursery School sees it as good practice to involve all participating staff in the planning and risk management process for any given offsite visit or LOtC activity to ensure wider understanding. It is also seen as good practice to involve young people in these processes wherever appropriate;
- Define the roles and responsibilities of other staff (and children) to ensure effective supervision, and appoint a deputy wherever possible;
- Ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management;
- Ensure that child protection issues are addressed e.g. DBS checks;
- Collate, make available and disseminate relevant information to supporting staff, parents, and young people as appropriate;
- Make sure there is access to first aid at an appropriate level;
- Arrange pre-visit information meetings where appropriate;
- Evaluate all aspects of the visit, both during and after the event;
- Ensure that staff and other supervisors have been appropriately briefed on:
    1. the children making up the group, including age, health characteristics, capabilities, special educational needs, behaviour, and any other information that seems relevant in the context of the planned activities.
    2. the nature, location, and duration of the activity.
- Ensure the visit is effectively supervised; the overarching duty of care remains with the accompanying establishment staff, even when partial responsibility is shared with a provider. Should the provider run an activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in children being put at greater risk;
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details;

- Have attended Godstone Primary and Nursery School's Visit Leader Training.

(See also NG docs 3.4l, 3.4m, 3.4o)

Member of Governing Body/Management Board (see NG docs 3.4f, 3.3c)

There will be a member of the School's Governing Body who is designated as specifically responsible for Offsite Visits and LOtC activities. This is usually, but not exclusively, the Chair.

This person's role is to "enable and ensure" by acting as a "critical friend".

S/he will ensure that: -

- S/he has an understanding of how outdoor learning supports a wide range of learning outcomes;
- S/he has access to employer guidance as well as establishment policy, and a training package to support it;
- This policy clarifies his/her involvement in the visit approval process (*see* ***Approval of Visits***);
- There is an EVC in place as defined in this policy document
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements;
- Godstone Primary and Nursery School's visit policy supports the principles of inclusion;
- There are monitoring procedures in place.

Competence (see NG docs 3.2d and 6h)

Competence is a combination of skills, knowledge, awareness, judgement, training, and experience.

The competence of the visit leader is the single most important contributory factor in the safety of participants.

Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:

a) What experience has the leader in leading or accompanying similar or other visits? (check Visit History / Awards & Training on 'EVOLVE').
b) Is the leader competent in planning and managing visits?
c) What are the leader's reasons for undertaking the visit?
d) Is the leader an employee at the establishment (*see above*)?
e) Can the leader manage the pastoral welfare of participants?
f) Does the leader exhibit sound decision-making abilities?
g) What experience has the leader of the participants he/she intends to supervise?
h) What experience has the leader of the environment and geographical area chosen?
i) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
j) Does the leader possess appropriate qualifications, especially if leading adventurous activities?
k) Is the leader aware of all relevant guidelines and able to act on these?

Godstone Primary and Nursery School operates a process of apprenticeship and succession for all staff likely to be involved in organising, leading or accompanying offsite visits and LOtC activities.

The school undertakes to ensure that all such staff, will undergo an induction process that typically entails some form of visit leader awareness training, access to (and training where required) the establishment's 'EVOLVE' site and practical experience of accompanying visits and LOtC activities *before* being tasked with leading a visit for themselves.

Planning (see NG docs 1b, 3.3e, 4.1b, 4.2a, 4.3a, 4.4h, 4.5a)

The extent of planning required is related to the complexity of the visit, based on STAGED: -

Staffing, Timings, Activity, Group, Environment, Distance.

Risk Assessment (see NG docs 4.3c, 4.3f, 4.3g and 6a)

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of planning documents, event specific notes and the 'EVOLVE' visit form itself.

Visit planning includes consideration of the question: *'What are the really important things that we need to do to keep us safe?'* It should focus on those issues that are specific to the individual event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues and a visit evaluation must be recorded on the risk assessment and shared with all parties.

A risk assessment would usually be required for all visits that take place off-site.

A risk assessment will be undertaken for any child or adult at risk of anaphylaxis on all visits and trips. The risk of anaphylaxis will also be added to all risk assessments for any children or adults with unknown allergens. The risk assessment will identify any potential risks in the environment, including any times the child will be eating.

All prescribed medication will be taken on trips and remain with the child at all times. This may be in the child's bag or with the adult responsible for the child. This would always be a member of staff and not a volunteer. "Spare" AAIs will also be taken on all visits and trips. They will remain with a member of staff who is first aid and allergen trained. Staff will ensure the medication is transported correctly and it is at the correct temperature.

All staff on the trip will be made aware of children with allergies and their individual needs. Staff are trained to recognise a reaction and will be supervised by staff trained in AAI administration.

The teacher in charge of a trip will ensure they have contacted the venue in the planning stage of the trip to discuss the nature of the trip and the needs of the children regarding allergens and possible anaphylaxis. Where they are taking a child with known allergens this will be added to the risk assessment. Parents will be informed of how their child's allergy will be managed on the trip. The child will be part of this process. Staff at the places to be visited, including residentials, will be informed of the allergies present and confirm how they will be managed. The teacher in charge will ensure the catering options on the trip will be checked to ensure there is something suitable for everyone.

This planning process by the leader may be compared to the expectation of a teacher to plan a lesson/session which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the establishment leader, does not need to be requested from the provider, and does not need to be attached to 'EVOLVE'. Risk assessments for residential trips must be submitted to the SCC Outdoor Education Adviser via the Surrey Evolve website (noted above) to be approved at least 1 month before the trip takes place.

The following attachments are needed on the Evolve forms for visits that require LA approval (i.e. residential, overseas and/or adventurous visits) - Event Specific (school's own) Risk Assessment; visit itinerary, programme or schedule; completed Provider Statement (where the provider does not hold the LOtC QB).

Plan B

Alternative arrangements should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Where appropriate, all alternative activities should be fully considered and risk assessed beforehand.

Seeking Assurances from Provider (see NG 4.4g)

National Guidance provides the Provider Statement form to help provide an audit trail for arrangements and checks if required.

Many providers have websites and offer information packs which contain the sorts of information asked for on this form, including a Safety Management statement, so it may not be necessary to use one.

The Provider Statement is a generic form, for use for all kinds of provider, so if one is sent to a provider, it should be specified that they only need to complete the parts applicable to them/their services.

Once a Provider Statement form has been received, signed, and dated by a manager or person in authority, it is not always necessary to send a new one to the same provider each time you use them. It is sufficient to annotate the existing form already held by the establishment to show the school has checked back with the provider and that there have been no major or significant changes since the form was originally signed; this will not apply if the time interval is not more than 12 months or so.

To reduce bureaucracy for both Visit Leaders and Providers, leaders should take advantage of national schemes that have been established to eliminate the need for questionnaires and forms as advised in LA guidance e.g. **LOtC Quality Badge, AALA Licence and 'Adventuremark'**.

Holding one of the above is a credible assurance of Health and Safety, and Visit Leaders should seek no further verification. The LOtC Quality Badge also covers learning quality.

Visit Leaders should **not** ask for copies of risk assessment documentation (NG 6a) but may seek assurance of a provider's competence to deliver their activities safely by means of a Safety Management statement if this is not already provided.

National Institutions and Public Buildings: - by their very nature these venues and providers are extremely unlikely not to conform to current Health & Safety legislation so it should not be necessary to require them to complete an OV6 or send out copies of their risk assessment documents.

Preliminary Visits

Wherever reasonably possible, it is good practice for the Visit Leader to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group.

Within the UK, highest priority for preliminary visits will be where no serving member of staff from the establishment has visited before, then when the Visit Leader has no experience of the venue/activity.

It is expected that visits are made to venues or providers if the visit leader has not visited the site in the last 15 months.

Participants (see NG 3.3f)

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

Outcomes (see NG doc 5.1d)

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four 'intended' outcomes may be recorded on 'EVOLVE' during the planning process, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- **R**elationships
- **E**motional & spiritual
- **C**ross curricular
- **I**ndividual
- **T**eamwork
- **E**nvironmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow-up work.

'High Quality Outdoor Learning' can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

Staffing and Supervision (see NG docs 4.2a, 4.2b, 4.3b, 3.2g)

The governors require Godstone Primary and Nursery School to ensure there is an **appropriate level of supervision at all times** for all visits and that such supervision is 'effective'. This must have been approved by the EVC and Head of Establishment and, where applicable, in accordance with Governing Body policy.

Ratios for Early Years are specified and must be adhered to in all settings (see Early years foundation stage (EYFS) statutory framework). However, when off-site a useful "rule of thumb" as a starting point is for the average age of the children in years to determine the maximum number of children per supervising adult) e.g. 3 years = 3 children per adult).

For all *other* visits the visit leader, EVC and Head of establishment will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions;
- the contingency or 'Plan B' options.

A visit must not go ahead where either the Visit Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

A useful 'starting point for consideration' is 1 adult:10 children. Where departure from this starting point results in fewer staff, the justification should be recorded as a note on 'EVOLVE'. A ratio of 1:6 would be a starting point for children in

key stage one, however the needs of the children must be a consideration and a higher ratio of adults to children used when appropriate.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Staff and volunteers who work *frequently* or *intensively* with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. For the purpose of this policy:

- 'frequently' is defined as 'once a week or more'.
- 'intensively' is defined as 3 times in a 30 day period or overnight (2am - 6am).

At Godstone Primary and Nursery School the minimum ratio of adults to children for off-site visits is:

- Nursery (two-year-olds) 1:2
- Nursery (three- and four-year-olds) 1:4 *(1:2 may be more appropriate depending on the needs of the children)*
- Reception 1:6 *(1:4 may be more appropriate depending of the needs of the children)*
- Years One, Two and Three 1:6
- Years Four, Five and Six 1:10
- All visits must include a female member of staff. On residential and foreign visits there must be a minimum ratio of 1:10.

Use of mobile phones

Staff may need to use their own personal mobile phones whilst on school visits. If they need to make a call to parents they must precede the telephone number with 141 to ensure the parents do not get their mobile phone number.

Staff and voluntary helpers are not permitted to use their mobile phones to take photographs on visits for safeguarding reasons.

Remote Supervision (see also NG 4.2d)

Young people must be supervised throughout all visits. At times they (usually older children) may be unaccompanied by a member of staff or other responsible adult, e.g. exploring a clearly defined area, for example, woods on a residential. This is known as 'remote' supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;

- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place.

Use of Voluntary Helpers (see 3.4m, 3.4o, 3.2g)

The use of parents and other adults with a clear association with the establishment, as helpers or supervisors on offsite visits or LOtC activities, is seen as a valuable means of encouraging or maintaining closer links with the local community. It also enables access to a wider set of skills and experience than may exist amongst the school's staff.

Such volunteers will need to understand and consent to the fact that they will be answerable to the visit/activity leader.

It is a fact that a volunteer will not be accountable through a legalistic audit trail (as would exist were their involvement based on a contractual relationship) and is therefore the case that a volunteer helper cannot be appointed as a Visit Leader.

It is good practice that all adult helpers and volunteers are subject to DBS checking; however, this may not be required where no possibility for unsupervised direct contact exists.

Clear DBS checks must have been returned before a volunteer adult helper may participate in a residential visit or activity.

Emergency Procedures (see NG Section 4.1)

Staff involved in a visit must be aware of, and adhere to, Godstone Primary and Nursery School's policy on emergency procedures.

The visit leader must have access to a mobile phone during offsite visits which should have all relevant contact details pre-programmed into it. It is each Visit Leader's responsibility to ensure the phone has:

- the correct details programmed into them beforehand
- fully-charged batteries (and chargers available if necessary)
- sufficient credit available for the duration of the visit

For all "out of hours" and residential visits there will be a nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as young people.

Consideration will be given to the following:

- Criteria for identifying the nominated Emergency Contact(s)
- Is more than one Emergency Contact required?
- Procedure for lodging visit plans to enable them to be accessed in the event of an emergency
- Have procedures been tested?
- Is it possible to demonstrate a proactive response, to any pattern that can be recognised within incidents?

Visit Leaders should also complete and carry an Emergency Contacts sheet (OV9)

Where appropriate the Visit Leader should have an "Emergency Events" card.

First Aid (see NG doc 4.4b)

It is not always necessary that a qualified First Aider accompanies an offsite visit or LOtC activity. First aid issues for any LOtC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is "appropriate" will be determined by:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times, however a member of staff on the visit would usually be a qualified first aider. This will require that one or more of the staff leading the activity:

- Know how to access qualified first aid support.
- Have a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid "qualification". To be a "qualification", the first aid course must include a formalised assessment process; otherwise any certification will have the status of a certificate of attendance. In practical terms, the course will be a minimum of 16 hours.

It is a legal requirement that all minibuses must carry a first aid kit.

Medical forms and medicines for children going on the trip/visit must be taken by the Party Leader. It is the Party Leader's responsibility to ensure medicines are immediately available at all times. They also need to be aware of any medical conditions of staff or parental volunteers.

Approval of Visits

Approval is delegated to the Headteacher for all visits.

However, Godstone Primary and Nursery School Policy requires the following types of visit to be notified to Surrey County Council via EVOLVE: -

- Those involving one or more adventurous activities to be led by a member of establishment staff.
- Residential visits
- Adventurous activities led by a provider
- Overseas visits (anywhere that involves crossing a substantial area of open sea, including Northern Ireland, the Isle of Man, the Hebrides and the Channel Islands).

Regardless of whether a visit should be notified to Surrey County Council or not, there should be a clear, unambiguous audit trail for arrangements with clear evidence of approval. Such evidence will usually be recorded on EVOLVE but where this is not the case a signature of endorsement on a planning document will suffice.

The process for approval has three main stages:

1. Visit/activity proposed and planned by Visit Leader and accompanying colleagues;
2. Arrangements scrutinised by EVC until satisfied to recommend approval;
3. Arrangements re-scrutinised by Head and, when satisfied, approved.

An offsite visit should not proceed without clear evidence of approval.

Where a visit also needs to be notified to Surrey County Council; this is done automatically by 'EVOLVE'.

Additional monitoring

In its evaluation of LOtC, "How far should you go"- 2008, Ofsted recommends that it is good practice to sample monitor offsite visits and LOtC activities by means of field visits. (see NG doc 3.2b)

From time to time the EVC may recommend, or the Head/Governors/Employer may decide to, sample monitoring by field visit as an additional means of ensuring safety of participants and quality of provision.

Consent (see NG 4.3d)

Section 35 of the Education Act 2004 states: "Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed".

Annual consent is appropriate for regular routine activities that take place during normal school hours.

For all other visits, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

Insurance (see NG doc 4.4c)

Advice regarding insurance may be sought from the employer's insurance department or the school's business manager. *Contact details are given on the 'Contact' page and from the 'Insurance' section when completing a visit entry on 'EVOLVE'.*

Insurance for all trips, including *for residential activities, or those involving adventurous activities or hazardous environments is arranged through Surrey County Council.*

Inclusion (see NG docs 3.2e, 4.4i, 4.4L)

Godstone Primary and Nursery School endorses the following principles:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification.

Visit Leaders are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

However, the Disability Discrimination Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises.

It is also the case that the adjustments made to include a disabled child should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a child) is within their competence and normal work practices.

Codes of Behavioural Conduct

Godstone Primary and Nursery School encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of children'ss' behaviour. Such codes need to be explained to both the young people and those

in a position of parental support before the visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached.

As part of the request for consent, parents should sign and accept responsibility for removing young people in prescribed circumstances.

Further examples can be found under 'Resources' on 'EVOLVE' (see also NG doc 8.1i).

Weather, Clothing & Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Transport (see NG doc 4.5a)

Private Cars (see NG doc 4.5c)

Private cars are not used to transport children.

Coaches (see NG docs 4.5e, 4.5f)

Surrey County Council does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments that have used a particular company will help to determine the level of service that may be provided.

Public Transport

Godstone Primary and Nursery School recognises the social and environmental benefits of travelling by means of public transport.

For public transport within the Greater London area contact '*Transport for London*,

When travelling with a school group on the London Underground, London Overground or the Elizabeth line, Visit Leaders should speak to a member of staff at the gateline before starting their journey.
TfL staff can confirm the planned route and contact the destination, and any interchange stations, to check there are staff available to help as part of their Turn-up-and-go assistance service. This will help ensure the journey goes smoothly

and provides the reassurance of having a member of TfL staff available to support the group if required. It is also helpful for TfL station teams to know that a school group is on the way, especially at popular stations/locations e.g. Kew Gardens, South Kensington.

Swimming

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

Swimming pools *(life-guarded)* (see NG doc 7.1x and 8.1r)

Surrey County Council notification is not required.

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For swimming lessons, organising school staff should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.
- Unless suitably qualified, the school's staff will not usually have responsibility for life-guarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

As part of a wider visit

All swimming activities and venues must be included within the visit plan, and life-guarding arrangements checked in advance.

Visit Leaders should consider the following factors:

- Unknown locations and hazards.
- Changing environmental conditions.
- Supervisor complacency & lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

Young people must always be supervised by a competent adult whilst undertaking swimming activities.

Other swimming pools

Visit Leaders should check the life-guarding position in advance.

If life-guarding arrangements are not provided at the pool then the visit leader will bear the full responsibility for ensuring swimming safety.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

Open water swimming (see NG doc 7.1o)

Surrey County Council notification is normally required via EVOLVE, unless it is offered as part of a facilitated programme of supervised activities offered by an appropriately accredited provider.

The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

Residential Visits (see NG docs 4.2b and 6i)

Godstone Primary and Nursery School understand that Residential visits create powerful learning opportunities for young people, which can lead to step changes in an individual's personal development and confidence.

While the types of residential visit and accommodation vary, the choice should:

• be suitable for the age of the group and accessible to the range of abilities and

disabilities;

• support the learning objectives of the visit;

• be cost-effective.

Accommodation standards should be checked when choosing a provider. If accommodation is shared with other users then expectations, including behaviour, should be agreed.

Buildings not normally used for sleeping, e.g. the school hall, and camping will require additional planning.

The visit leader must consider fire safety in any accommodation being used.

Down time, free time and meal times will require careful planning. Staff remain responsible for the supervision of the children during these times.

Night-time

Visit leaders should ensure that:

• Leaders are situated where they can exercise effective supervision and are available to any participants who need support;

• Child protection arrangements are in place and followed to protect both participants and staff;

• Security arrangements are in force to stop unauthorised visits;

• External doors and windows are made secure against intrusion;

• Where possible, internal doors are lockable, but that staff have reasonable access to accommodation at all times;

• Where participants' doors are locked, staff have immediate access, as necessary, to a master key;

• All staff and participants know the emergency procedures/escape routes in the event of a fire;

• Where windows and doors are locked against intrusion, alternative escape routes are known and that all fire doors function properly.

Adventurous Activities (see NG docs 7.1a and 8.1q)

Definition

An adventure activity is defined as an activity which is exciting and challenging and which involves significant

inherent risk of harm, without which the activity would lose much of its value, or which takes place in a remote or hazardous location. Adventure activities require a higher level of risk management, and may require specific competence, in order to reduce the risks to an acceptable level.

Rationale

Participating in adventure activities can be one of the highlights of a child's's learning experiences. While any off-site activity will probably be exciting, adding an extra dimension of personal challenge through participation in adventure activities can make the experience particularly memorable, the learning that takes place often being life-long. Students are active participants, not passive consumers, and a wide range of learning styles can flourish. For advice on selecting and using a provider, see OEAP National Guidance documents 4.4g "Selecting External Providers and Facilities" and 4.4h "Using External Providers".

Licensing

Some specific adventure activities for young people in England, Wales and Scotland are subject to the Adventure Activities Licensing Regulations 2004. Many providers of these activities, including educational establishments providing them for participants from another establishment, are required to hold a licence. See OEAP National Guidance document 3.2f "AALA Licensing" for more detail. If a provider holds a Learning Outside the Classroom Quality Badge, this is evidence that it meets safety as well as educational quality standards, and that it holds an AALA Licence if it is legally required to do so.

Water-Margin Activities (including visits to the beach - see NG doc 7.21)

Water-margin activities are those that take place near the water or just in it, such as: walking along a riverbank or seashore; cycling along a canal towpath; field studies near water, collecting samples from ponds and streams; beachcombing; paddling or walking in shallow water.

It does not cover swimming, surfing, or water sports activities such as the use of water-going craft.

Water margins provide wonderful opportunities for learning, play, enjoyment and challenge. However, they can have serious hazards which require careful management, even during the most benign activities.
A thorough risk assessment and pre-visit are required. Conditions can change quickly e.g. storm water increasing the flow of a river.

If there are plans for participants to enter the water, they must be able to get in and out easily – consider access and egress points, the steepness of the slope, the slipperiness of the ground, the depth of any mud, and the vegetation.

Participants must only enter water no deeper than the top of their Wellington Boots.

Read the National Guidance 7.21 before undertaking any water-margin activities.

Farm Visits (see NG doc 7.1g)

Farm visits provide a range of benefits to the children and can cover many parts of the curriculum.

Visits to farms involve some risks, as do visits to other workplaces. All animals carry micro-organisms, such as E coli 0157 (a bacterium) and Cryptosporidium (a parasite), some of which can be transmitted to humans. These and Weil's Disease (from contaminated water) or Lyme Disease (from infected ticks) can cause serious illness. However, the risk of infection can be readily controlled by everyday measures. Preparation and planning will minimise the risks (see "During Your Visit" below).

Parents should be fully informed about the nature of the visit, how the risks will be managed and what to be aware of following a visit.

Adequate supervision must be ensured, especially wherever participants may come into contact with animals. Depending on the nature of the venue and the participants, you should ensure that the following DOs and DON'Ts are applied.

DO:

• Cover any cuts and grazes with a waterproof dressing;

• If necessary, use a change of footwear (e.g., wellington boots) during the visit, and/or clean footwear when leaving the farm;

• Wash hands thoroughly with soap and warm running water, and then dry them on paper towels, after touching animals, before eating or drinking, and on leaving the farm (most gels and wipes which might be used as a substitute, for example after a walk through a farm without access to washing facilities, are not as effective as thorough washing);

• Approach and handle animals quietly and gently.

DON'T:

• Put fingers in mouths while petting animals or walking around the farm;

• Chase, frighten or torment animals;

• Kiss animals or place faces against them;

• Eat or drink while going round the farm, or eat any food that has fallen on the ground;

• Sample animal food;

• Drink from farm taps (other than designated drinking water taps);

• Touch animal droppings;

• Ride on vehicles – other than those designed or modified, and insured, to carry passengers;

• Play or climb on tractors, farm machinery or stacked bales unless identified for the purpose;

• Play in the working farm area, or in other areas that are out of bounds, such as silos, slurry pits etc.;

• Use machinery, or engage in manual work, unless the risks have been properly assessed and managed.

Links to other policies

- Allergy safety policy
- Curriculum policy
- EYFS policy
- Health and safety policy
- Mobile phone policy
- Safeguarding policy
- Subject policies including the PE policy for sporting events and fixtures
- Teaching and learning policy

Appendices: -

- **Appendix 1 – Local Learning Area Policy**
- **Appendix 2 – Forest School**

Appendix 1 – Local Learning Area Policy

SCC 'Local Learning Area' Designation Form

Name of School/establishment: Godstone Primary and Nursery School
Date: September 2026

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during normal school hours follow the Operating Procedures outlined below.

These visits/activities:

- do not require parental consent, however, it is best practice to inform parents of local visits
- require a risk assessment and the trip being recorded on EVOLVE.

Boundaries
The boundaries of the Local Learning Area are shown in red on the attached map. This area includes, but is not limited to, the following frequently used venues:

1. Godstone Green
2. Godstone Baptist Church
3. St. Nicholas Church, Godstone
4. Londis shop
5. Godstone Farm
6. The White Hart Barn

Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area (add to or delete as necessary):

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces (slips, trips and falls)
- Weather conditions
- Activity-specific issues when undertaking fieldwork (nettles, brambles, rubbish, etc.)

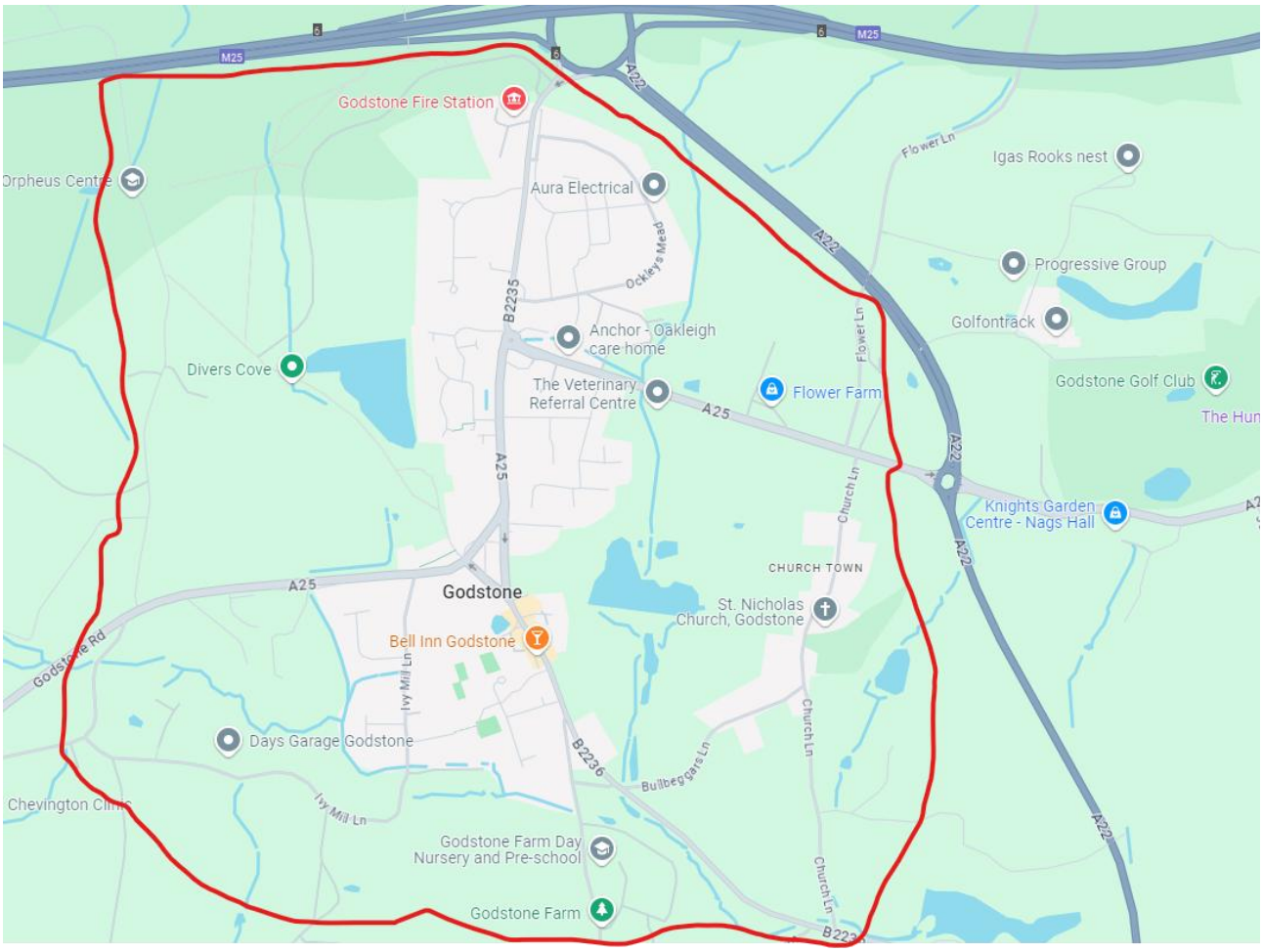
These are managed by a combination of the following:

- The Head, Deputy or EVC must be advised before a group leaves the school site.

- Only staff judged competent by the Head are to lead groups in this environment are approved. A current list of approved staff is to be maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained on the school website.
- There will always normally be a minimum of two adults present, and ideally reflecting the gender balance of the group.
- Staff are familiar with the area, including any "no go" areas, and have practised appropriate group management techniques appropriate to outdoor/offsite settings.
- Pupils have been trained and have practised standard techniques for road crossings in a group (ideally by a 'wave' method, NOT a 'crocodile').
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group, according to the locality being visited.
- All work supervised at a distance in the Local Learning Area must be in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school and with regard to the prevailing weather conditions.
- Staff are aware of any relevant medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff/adults, an outline route, and an estimated time of return.
- A designated Emergency Contact 'back at base', who is aware of the proposed visit/activities, will have been identified beforehand and ensure that s/he remains contactable until notified of the group's safe return.
- A mobile phone (battery charged and with sufficient credit) is taken and the office will have a note of the number(s)
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles etc).
- When crossing roads, Zebra Crossings are used wherever possible. When walking north through the village, e.g. to the Baptist Church, crossings are made from The Green to the café, walking along The High Street, crossing Bletchingley Road at the top of The High Street towards the pharmacy. Extra care must be taken when crossing entrances to homes and businesses e.g. The White Hart car park, Fairall's.

Local Learning Area Map

The area shown in red marks the local learning area.



Godstone Green and Tennis Courts

Godstone Green and Godstone Tennis Courts, marked in orange on the map below, may be used for a range of activities within school time. For example:

- PE lessons
- Sports Day
- Nature trails
- Forest School
- Traffic surveys

These visits/activities do not require parental consent and parents would not normally be notified.

A member of SLT must be notified when a class or group of children are using The Green. Office staff must be notified of which children and adults are learning off-site and informed of their return.

A risk assessment and log on EVOLVE are only required for children in the early years (Nursery and Reception), however, staff are expected to have checked The Green and planned accordingly for all children, considering the needs of those learning off-site. A minimum of two adults is required for any off-site activities.



Appendix 2 – Forest School

Forest School is an inspirational process that offers all learners regular opportunities to achieve, develop confidence and gain self-esteem, through hands on learning experiences in a woodland environment.
Aims

- To support the social and emotional development of children through play in a natural outdoor environment.
- To build self-confidence and self-esteem in children and young people.
- To provide a safe and non-threatening environment in which children can take risks, make choices and initiate their own learning.
- To develop self-esteem, confidence and a positive disposition to learning through the completion of small, achievable tasks.
- To meet the needs of children with all learning styles.
- To enable children to be independent, self-motivated and considerate.
- To provide stimulation and varied learning activities appropriate to the child's needs and stages of development.

At Godstone Primary and Nursery School, Forest School is always taught by a member of staff with a Level 3 Forest School qualification and an additional outdoor first aid certificate.

The outdoor area at the back of the school site is the primary location of Forest School sessions. On occasions, Godstone Green and the local area are used to enhance learning.

