



Greenfields School

Education Visits Policy 2024-25

Implemented	By Whom	Last Review	By Whom	Next Review
August 2023	J. Parry	August 2024	D. Mitchell	August 2025

Greenfields School: Culture – Ethos – Mission

Our School

Greenfields School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 9-16 years old. The school is registered for up to 30 learners and consists of 2 small primary style transition classes to provide a nurturing environment to develop and progress throughout the learning journey and the pupils transition to Secondary education; as well as providing English, Maths, Science, Expressive Arts, Humanities, PSHE and PE lessons for our older students. We are a school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in Newport we therefore benefit from some amazing community spaces where we enhance our curriculum with equestrian skills, free running, farm skills, pottery painting, outdoor learning, swimming lessons, boxing and fitness classes. All the staff at Greenfields School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all learners realise pursue and achieve their full potential, enabling them to thrive as adults.

Rationale

Educational visits provide a variety of opportunities to enable our learners to achieve a fuller understanding of the world around them through direct experience and offer a valuable enhancement to the curriculum. We regard them as an essential element of good secondary teaching practice. We recognise that thorough planning and risk assessment of educational visits are crucial to ensure their educational success and safeguard learners, teachers and volunteers. Each visit is designed to provide a rich, learning experience for learners in a safe, managed environment.

This policy applies to all staff at Greenfields School who take the learners out on off-site education activities. This includes outdoor pursuits, physical education, off-site educational visits and all off-site visits connected to enrichment day and wider

curriculum opportunities. It must also be considered when staff arrange work in the community and work experience placements.

This policy was written with reference to All Wales Guidance for Educational Visits - The guidance is used as an on-line "live" guidance tool that will be updated regularly as required.

Clarification of Roles

The normal responsibilities for each of the roles is outlined in National Guidance, and described as follows:

Educational Visits Coordinator (EVC): (Siraj Ahmed)

“A member of Establishment staff appointed to coordinate all Visits and with the status to effect change and be the focus of good practice. Such a person should be an experienced visit leader with sufficient status within the establishment to guide the working practice of colleagues leading visits.”

The EVC for Greenfields School is responsible for the processes whereby an educational visit is planned, prepared and realised, whether this process is carried out by the EVC or where carried out by other members of the teaching team, under the supervision of the EVC. The EVC is also responsible for the promotion of this policy and procedures, the development of the staff team and the coordination of all aspects of offsite educational visits across the School. The role of the EVC should consider the following:

- Ensuring that you have an understanding outdoor learning, off-site visits and learning outside the classroom can support a wide range of outcomes for learners and young people, and raise achievement.
- Ensuring that you have attended EVC training as recommended or required by your employer, and other training appropriate to effective delivery of the role (e.g. training in first aid, risk assessment, understanding the needs of the learners, behaviour management, outdoor activities, other training beyond the scope of any EVC training undertaken but relevant to role)
- Ensuring that all activities and visits meet guidance requirements.
- Ensuring that the Headteacher and members of Visit Leadership Teams have access to training at an appropriate level to ensure that your Employer’s guidance and Establishment procedures are properly understood.
- Supporting the Headteacher with approval of visits and other decisions.

- Monitoring of Visit Leader planning, and sample monitoring of visits.
- Organising the training of members of Visit Leadership staff.
- Ensuring that DBS checks are in place as required.
- Ensuring that establishment policy provides sufficient guidance to Visit Leaders about information for parents and parental consent.
- Checking that there are 24/7 Establishment Emergency Contacts for each and every visit and that Emergency Procedures are in place.
- Ensuring that medical and first aid issues are addressed.
- Ensuring that emergency arrangements include Emergency Contact access to all relevant records, including medical and next of kin information for all members of the party, including staff.
- Ensuring that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with Employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).
- Ensuring that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure. Risk management documentation must be updated if necessary.
- Ensuring that there is an Establishment procedure for recording “near accidents/near misses”, including any resulting learning points and action.
- Ensuring that you keep your knowledge up to date via EVC update processes and EVC Revalidation courses as recommended or required.

Visit Leader:

“The designated person responsible for the Visit and who will have overall responsibility for the safety and conduct of Participants and the Visit Leadership Team. “

For the purposes of Greenfields School, the Visit Leader is the person who has designated responsibility for the visit, its planning and preparation, and its realisation. The Visit Leader will be responsible for the coordination of the visit, the staff accompanying the visit and the young people involved in the visit.

The Visit Leader must work with and seek support from the EVC in the organisation of a visit to ensure the School’s policies and procedures are adhered to. The Visit Leader must not carry out a visit until authorised by the Headteacher. With the support of the EVC, the Visit Leader must complete an evaluation of the visit once it has been carried out, and ensure all relevant documentation is filed with the EVC for future use.

Please note that, at times, the roles of EVC and Visit Leader will NOT be mutually exclusive. On these occasions the EVC must ensure that both roles are completed effectively and should seek advice and support from the Headteacher.

The Visit Leader MUST:

- Ensure that they have a copy of all risk assessments and planning documents with them on the visit;
- Ensure that they have all required resources for the visit prior to commencement and that these resources are fit for purpose;
- Notify the point of contact that they are leaving site and that the activity is commencing;
- Report in with point of contact on return to the school to advise them that the visit/activity has concluded;
- Complete a Visit Evaluation form and submit this to the Headteacher / EVC within 48 hours of the visit.
- Report and record on any additional documentation arising out of the visit, such as incident, accident, or physical intervention reports, within the timescales and processes required for that documentation;
- Ensure that all documentation for that visit is put together in a single pack and entered into the schools offsite educational visit folder.

Supervision/Ratios

The level of staffing required for the visit must be discussed and verified with the Head. It is important to have a sufficient ratio of adult supervisors to learners for any off-site visit. The factors to take into consideration include:

- Sex, age and ability of group;
- Special needs learners;
- Nature of activities;
- Experience of adults in off-site supervision;
- Duration and nature of the journey;
- Type of any accommodation;
- Competence of staff, both general and on specific activities.

Governmental guidance stipulates that there should be 1 adult for every 10-15 learners in school years 4 to 6; 1 adult for every 15-20 learners in school year 7 onwards. The DCSF/WAG recognise that higher ratios may be appropriate in particular cases, such as for higher risk activities, for particular groups of learners or for

all trips and there will always be enough supervisors to cope effectively with an emergency.

We will use the following adult to learner ratios:

- Key Stage Two, visits off-site on foot: 1:1 plus additional teacher to lead excursion.
- Key Stage Three / Four, visits off-site on foot: 1:1 plus additional teacher to lead excursion.

Regardless of the suggested ratios above, each visit will be assessed individually through the school's risk assessment procedure and individual student risk assessments as the risks may be greater and supervision levels should be set accordingly. Dependent on the circumstances, the Headteacher may require authorisation for an offsite educational visit to be given by the representatives of the proprietors.

Headteacher:

The Headteacher has responsibility for the daily operation of the school, and this includes ensuring all systems are properly developed and implemented effectively, and maintaining overview of these systems. The Headteacher maintains responsibility for Health & Safety policies & practices, either directly, or by management responsibility for a delegated person, as in the case of the EVC.

For the purposes of Offsite Educational Visits, it is the responsibility of the Headteacher to ensure that the EVC is carrying out their role effectively, correctly and in accordance with this policy. The Headteacher will have oversight of all offsite educational visits, and will have final authorisation for whether they take place or not, once review of correct procedures, planning, risk assessments and accompanying paperwork has taken place.

The Headteacher will:

- ensure all school personnel, learners and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- be responsible for the sanctioning and authorizing of all educational visits whatever the duration or purpose;
- Complete IOSHH/EVC training
- ensure that the Educational Visit Coordinator and Visit Leaders have appropriate training and are sufficiently competent, experienced and qualified;

- ensure all staff are subjected to a Disclosure and Barring Service criminal records check before they take part in an educational visit;
- ensure all accidents and emergencies are dealt with and reported;
- monitor the effectiveness of this policy;

Proprietors / Senior Management Team:

The proprietors are represented by the Head of Education Services, as Responsible Individual for Greenfields School, and the Head of Service for Greenfields. The two positions ensure that proprietor responsibility for the school is maintained, and this includes responsibility for ensuring appropriate Health and Safety is maintained within the school.

Risk Assessments

Supervising a group of young people in any environment involves judgement based on a combination of experience, training, and tacit knowledge. Whether the environment is indoors or out, on-site or off-site, the same risk management principles apply. Risk management is not about risk elimination. There is no question that outdoor learning and off-site visits are enormously beneficial to the education and development of young people. Indeed there is a benefit in young people experiencing such risks in order to learn to manage them for themselves and improve their ability to look after their own safety. <http://oeapng.info> – Guidance Document 4.3f

Activity/Venues:

Before embarking on an offsite educational visit, the Visit Leader must produce a risk assessment for that specific venue/location. It may be that the venue itself is happy to provide their own risk assessment, and should be contacted during the organisation process. If the venue is an outdoor location, or if the venue is unable to provide a risk assessment, then a risk assessment must be completed by either the EVC or the Visit Leader. This will usually require a visit to the location, prior to the educational visit, in order to accurately assess the venue and complete the risk assessment. If the visit is to a location/venue for the specific purpose of engaging in an activity facilitated by the venue or by a third-party provider, then the risk assessment either provided by the venue/provider or completed by the school must account for the specific activity at that location. The school must adapt the risk assessment provided by any third party to be relevant to the needs of the pupil group.

A risk assessment will always be carried out prior to the visit and will cover:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

PARTICIPANTS:

All learners admitted to Greenfields School have their own individual needs and present a range of individual risks. Parallel to the activity/venue risk assessment, the risk assessment of the activity MUST include an assessment of the individual pupil members participating in the visit and consider how their own individual needs and risks might have an effect when applied to the proposed activity or venue. This is done by using the risk assessment for the individual, present for the home and school, and applying the identified risks therein to the risk assessment for the activity proposed, and demonstrating how any identified risks can be reduced or minimised.

“The age, competence, maturity and behaviour of the participants must be matched to the other variables, and any individual, medical or special needs addressed.”

(oeapnq.info)

EQUIPMENT AND RESOURCES:

All offsite activities require the provision and use of appropriate equipment and resources, whether this is as simple as suitable footwear to walk around a venue or the specific personal protective equipment required for certain outdoor pursuits or other, more hazardous activities.

The Visit Leader / EVC must:

- make clear in its risk assessment, what equipment and resources are required in order to reduce the risk for an individual participating in an activity;
- ensure that necessary equipment and resources are present on the day of the activity, prior to the group leaving to complete the activity;
- ensure that any equipment or resources provided by the school for an activity are safe.

NB: It is expected that generic activity risk assessments for activities carried out regularly by the school, such as outdoor pursuits, would include a standard list of PPE

equipment and resources required for that activity to take place safely. See **Risk Assessment policy** for further guidance.

There are various ways to help make an informed judgement about a colleague's competence, including:

- Observations of their group management and supervision skills within their day to day work in the establishment.
- Evidence of relevant experience – e.g. assisting on visits or leading visits in a previous establishment.
- Their personal interests and experience relevant to the proposed activities and environments.
- Evidence of having undertaken appropriate training.
- Evidence of relevant qualifications, including any specific qualification required by the law, the employer or the establishment (e.g. in First Aid).

EVALUATION OF EXTERNAL PROVIDERS:

When planning an off-site visit, you should thoroughly research the suitability of the venue and check that facilities and third-party provision will meet your group's needs and expectations. This is an essential element of risk-benefit management and is critical in deciding how you will supervise the young people effectively. A preliminary visit is essential and should be carried out by either the EVC or the Visit Leader who has been approved to lead the visit.

Guardian Communication

DfE guidance states: *'Written consent from parents is not required for learners to take part in the majority of off-site activities organised by a school (with the exception of nursery age learners) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.'*

Guardians will be informed in advance of each activity and will be given the opportunity to withdraw their child from any particular school trip or activity. We will ensure that we comply with all DfE/Welsh Government guidance documentation before any educational visit is authorised and all precautions are taken to ensure

learners' safety. However, Greenfields School obtains general written permission for local visits on admission (see Admissions Policy), booklets with details of school trip and learning links are emailed each time.

Prior Notification and Approval of Visit Plans

For New/ one-off Visits:

All offsite educational activities must be given sufficient time to be planned and organised effectively. A series of steps must be followed if the idea for a particular visit is to be proposed and planned.

- An activity summary sheet (the proposal) must be submitted to the Headteacher / EVC for consideration;
- If the visit is considered viable the Headteacher / EVC will give provisional approval;
- IF this approval is given, then the Headteacher / EVC will coordinate the full planning process for the activity, and arrange for it to go ahead. An activity summary sheet MUST have the signature of the Headteacher or EVC to show that it has received approval.
- All finalised plans and risk assessments MUST be reviewed and signed-off by the Headteacher / EVC prior to the activity going ahead.

For Regular / re-occurring Activities:

Some activities, such as outdoor pursuits, P.E. or community placements, take place on a regular basis; often weekly. For these activities, once the approval process (above) and risk assessments have been completed, then the activity can be continued on a rolling basis. However, all risk assessments for these activities MUST be reviewed termly, AND, should any element change, such as venue or individual participants, then that element of the risk assessment and activity plan must be reviewed and amended prior to the activity taking place.

Information about Participants Medical Conditions and Special Needs

In order to effectively plan for an activity, the Visit Leader MUST have any information in respect of a participants specific medical conditions and/or any particular special needs. It is the responsibility of the EVC to ensure that the Visit Leader has access to this information so that planning can be effective.

For example, the Visit Leader will need to plan the safe storage and administration of any medications required by a pupil on the activity, especially any controlled substance, or may need to plan for any specific mobility, supervision or support needs a young person may require.

Learning Value

For an offsite visit to be educational it must have a learning purpose or value. There must be a demonstrable value to enhancing or progressing the learning of the learners taking part in the visit/activity. Therefore offsite educational visits or activities have planned Learning Objectives / Outcomes.

In deciding approval for the visit or activity to be arranged the Headteacher or EVC should request a brief summary document of the planned visit which clearly outlines what the learning purpose of the visit will be (as learning objectives), how these will be achieved by the visit, and what the outcomes for the learner will be in successfully participating in the visit/activity

Learners must understand key safety information. This includes:

- 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 learners;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group;
- emergency procedures;

Resources and Equipment

As discussed in the 'risk assessment' section, all activities require the use of particular resources or equipment. This includes adequate numbers of staff for supervision of young people, and the transport of the group to and from the venue.

The planning process must ensure due consideration of any equipment needed, and its source, staffing ratios and transport arrangements. The Visit Leader must ensure that they can demonstrate that these are all in place prior to visit/activity taking place. ALL VISITS MUST be equipped with a First Aid Kit and staffed by AT LEAST ONE person with appropriate and current First Aid training and certification. Certain types of proposed visit may require consultation with an external person in an advisory role prior to the visit being approved. If there is a proposal to take learners on an extended trip, either within the UK or abroad, each pupil's Local Authority MUST be consulted, and authority given for the trip to take place.

Emergencies

In the event of an incident or emergency the group leader will:

- Evaluate the situation to ensure that all members of the group are kept as safe as possible;
- Immediately communicate with the point of contact at the school to advise them of the circumstances and the current plan o
- Maintain regular communication to advise the point of contact as the situation progresses;
- Maintain control of the group, and an overview of the situation, whilst liaising with any other parties involved; such as emergency services or members of the public;
- Be prepared to administer first aid or support until help arrives;
- Report and record all accidents or incidents as per company processes;
- Be prepared to terminate the activity and return all participants to the school if this is the safest course of action.
- Be prepared to direct any public or media query to the point of contact. DO NOT give unapproved interviews without prior consent from CareTech senior management. DO NOT allow any public or media enquiry to distract you from your responsibility to the group as visit leader.

In the event of an incident or emergency the point of contact (Headteacher / EVC) will:

- Communicate effectively with the visit leader to offer support, advice and direction;
- Begin a written chronological report of events as they unfold;
- Immediately communicate with the SMT, guardians and Local Authorities to let them know that an emergency has arisen and the details as required;
- Be prepared to initiate the Critical Incident Plan for the School.

- MUST be available to see the emergency through to conclusion, supporting and coordinating the situation until all parties in the group are safely returned to school OR to some other agreed place of safety.

Offsite Educational Visit Monitoring

Part of the role of the EVC, and/or overseeing Headteacher, is the responsibility to monitor and evaluate the process described in this policy to engage learners in offsite educational activities. The school must keep a folder for the documentation of all offsite educational visits, and the EVC should review completed documentation therein on a regular basis to ensure compliance with policy, competence in completion, and evaluate any necessary requirement for change to the process or addressing staff competence issues. An evaluation sheet should be completed and appended to the front of any documentation, and a record sheet should be kept at the front of the folder to record the dates of review and any actions arising.

NOTE: That any safeguarding concern relating to child protection arising out of a visit MUST be reported immediately to the Designated Safeguarding Person, and not left 48 hours to be submitted on the activity evaluation form.

Debrief

Evaluation of the visit should take place as soon as is practicable. This is best conducted as a debrief session involving more than one member of staff involved in the activity. It is good practice that each trip/activity is reviewed prior to planning repeat activities. An EVC Evaluation Form will be completed and filled within the electronic EVC folder on staff share drive.

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with, The Independent Schools Standards (Wales) Regulations 2003, The Education (Independent Schools Standards) Regulations 2014, and relevant guidance issued by the DfE and/or WAG.

This policy should be read in conjunction with other school policies as follows:

- Health & Safety Policy
- First Aid Policy
- Curriculum Policy

Safeguarding Policy
Behaviour Policy
Critical Incident Plan
And other relevant policies

This policy should be read with reference to the following legislation & guidance:

- A Safety guide outside the classroom 2008
- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Adventure Activities Licensing Regulations 1996
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002

In accordance with Standard 7, 33 (k), of The Education (Independent Schools Standards) Regulations 2014 and the Independent School Standards (Wales) 2003, Greenfields School will maintain standards of confidentiality of records, unless so requested by those referred to in the Regulations.

The policy and procedures are reviewed and updated on an annual basis, to ensure continued compliance with the Independent School Standards (Wales) Regulations 2024, and relevant guidance issued by the Welsh Government.

This document will be next reviewed by 31st August 2025