SARACENS
BROADFIELDS

EDUCATIONAL VISITS AND RESIDENTIAL ACTIVITIES POLICY

Responsibility of *(see policy tracking sheet):*	Local Governing Body
Approved by:	Local Governing Body
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1. Aims

- This policy applies to all off-site visits and all adventurous activities carried out with pupils. Every pupil should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Educational visits provide pupils with valuable experience that enhance their learning and develop cultural capital. Providing a variety of real-life opportunities for our children enables them to achieve a better understanding of the world around them through direct experience. Educational visits are an essential element of good school practice
- Educational visits can provide stimulus and support to learning being covered as part of the school curriculum. They can raise achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about *what* we learn but importantly how and where we learn.

2. Employer policies and procedures

- The Guidance for Off-site Visits and Related Activities with National Guidance and EVOLVE (London Borough of Barnet, 2016 https://wwc.barnet.gov.uk/sites/default/files/assets/workingwithchildren/Informationforschools/Healthandsafetyinschools/Educationalandrecreationalvisits/01RequirementsForEducationalandRecreationalVisits.PDF)
  has been adopted as the school's Policy and Procedures. Specific local procedures will be in line with this guidance
- Where there is conflict with guidance or advice from other sources, Saracens Broadfields will make a decision based on the best guidance we can source having sought clarification from Saracens Multi-Academy Trust, and/or experts in the field concerned, and if required, from EVOLVE and/or the local authority.

3. Roles

- The Principal will appoint an Educational Visits Co-ordinator (EVC) who has the training and experience to enable him/her to competently discharge his/her responsibilities as listed in the Barnet guidance
- Although as an Academy there is no obligation for Saracens Broadfields to follow the local authority guidance we see it as good practice and so buy in to EVOLVE
- Approval for visits will be given as follows:
  - **Principal:** Visits abroad, all adventurous activities, residential visits and non-local day visits
  - **Educational Visits Co-ordinator:** EVC oversees and advises on the planning and preparation but the Principal has final approval
  - **Local Governing Body** will monitor the implementation of this Policy by acting as a critical friend in monitoring its implementation and effectiveness. Their role may be to conduct reviews of the added value of such activities and to discuss learning points, to monitor plans for subsequent school terms or years, to be the critical friend in review of policy, to play a part (as appropriate) in any investigation and be the point of contact for exceptional circumstances.

4. Monitoring

The Educational Visits Coordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

5. Induction, training and succession planning

- The Educational Visits Co-ordinator will attend appropriate training and revalidation, as required
- Visit Leaders will be approved by the Principal and will have attended appropriate training, and/or have relevant experience
- Records will be kept of induction and training
- Where appropriate Deputy Leaders will be appointed in order that contingency plans can be put in place should a Visit Leader be indisposed.

6. Risk management

- Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities
- Visit Leaders are responsible for carrying out and recording risk assessments. They can use adapted and modified generic risk assessments where appropriate, and will use recommended templates to ensure consistency
- Risk assessments should include the following considerations:
  - What are the risks?
  - Who is at risk?
  - What safety measures need to be in place to reduce risks to an acceptable level?
  - Can the Visit Leader ensure that these safety measures will be provided?
  - What steps will be taken in an emergency?
  - What is an acceptable ratio of adults to children for this visit?
  - How many first aiders are required?
  - What are the specific medical concerns of the pupils on the register for the visit?
- For local and regular visits and activities standard generic risk assessments should be coupled with dynamic risk management, which considers staff, activity, group, environment and distance as the key factors in implementing sensible and suitable control measures.

In the event of a pandemic or other national crisis (such as covid-19), the school will follow national and local authority guidance on educational visits.

7. Assessing venues and providers

- Wherever possible Visit Leaders will gain credible assurances of health and safety management systems and quality
- Where there are external providers of teaching, instruction or accommodation we will seek external accreditation in line with EVOLVE recommendations or will be gained through a Provider Statement and appropriate additional accreditations
- In addition, adventurous activity providers will be checked for compliance with appropriate adventurous licensing requirements and any tour operators will be checked for compliance with relevant tour and travel operator licensing requirements.

8. Volunteers

Any volunteers who accompany a visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to pupils then an Enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in the guidance.

Parent Volunteers will read and sign the Parent Volunteer Form.

9. Emergency procedures and incident reporting

For the duration of all educational visits and activities there will be a nominated suitable person providing cover. This emergency contact will have access to all details of the visit, including medical and next-of-kin information for all pupils, accompanying staff and other adults. In addition, appropriate senior leaders will have access to an appropriate emergency response guide and Barnet emergency number.

Incidents will be reported appropriately as required by the SMAT Health and Safety Policy and Barnet Guidance Handbook.

10. Behaviour

Appropriate behaviour is essential for the smooth running of educational visits and adventurous activities and ensures that effective memorable learning can take place. Pupils, parents and carers will be made aware of the code of behaviour, expectations of pupils and sanctions which may be invoked should the code be breached.

11. Inclusion

- We endorse the following principles for pupils:
  - a presumption of entitlement to participate
  - accessibility through direct or realistic adaptation or modification
  - integration through participation with peers.
- We acknowledge that it is unlawful to:
  - treat a pupil with a protected characteristic less favourably
  - fail to take reasonable steps to ensure that pupils with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a pupil) is within their competence and is reasonable.

12. Finance

Charges for educational visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with the SMAT Charging and Remissions Policy.

13. Consent and medical information

- Parents and carers will be fully informed of the nature of the proposed activities of any learning beyond the classroom experience
- Consent may be obtained on enrolment for local and regular activities, or may be obtained individually for residential, non-local and adventurous activities
- Full medical information may be requested for residential and adventurous activities, alternatively parents and carers will be requested to provide any updates to information held centrally within the School.

Appendix 1

Risk Assessment:Travelling by Public Transport

Hazard	Who is at Risk?	Control Measures in Place	Risk Level
Crowded or busy stations, bus stops and platforms	Pupils	Avoid rush hours; travel after 10:00 am; use the TfL School Party Travel Scheme. One adult at the front and one at the back at all times.	Medium
Losing children	Pupils	Small groupings with assigned adults; buddy systems; adults on each door (1 foot on ground, 1 on vehicle/ train); constant headcounts. One adult at the front and one at the back at all times.	Medium
Navigating barriers, escalators, stairs	Pupils, Staff	Use step-free access where possible; adult support; pre-journey briefing; avoid escalators with young children; opt for buses when suitable. One adult at the front and one at the back at all times.	Medium

Security and safeguarding	Pupils	No valuables; brief children on risks; follow safeguarding procedures; liaise with British Transport Police if required	Low
Emergencies (medical, lost child, evacuation)	All group members	Emergency roles clearly defined; align with school protocols; agreed meeting points; clear adult-to-pupil communication and mobile contact methods	Medium

Appendix 2

Risk Assessment: Traveling by Coach

Hazard	Who is at Risk?	Control Measures in Place	Risk Level (Low/Med/High)
Road traffic accident	All passengers	• Use of reputable coach company with safety record • Coaches fitted with seat belts • Driver appropriately qualified • Headcounts before departure and at all stops	Medium

Children not wearing seat belts	Pupils	• Staff to check seat belts are fastened before departure • Reinforce safety message to pupils • Periodic visual checks during journey	Medium
Child becoming unwell (motion sickness)	Individual pupil	• Travel sickness medication as per medical forms • Sick bags available • Seating near front where needed • Parents informed prior to trip	Low
Child behaviour affecting safety	All passenger s	• Pre-travel behaviour expectations shared • Staff strategically seated throughout coach • Children seated with familiar peers	Medium
Separation from group during stop	Pupils	• Children remain on coach unless escorted • Headcounts before and after any stop • Clear staff roles for supervision	Low

Boarding/alighting incidents (e.g. tripping)	Pupils, staff	• Coach parks in safe, supervised area • Staff supervise entry/exit • One group boards/alights at a time	Low
Delays/accidents causing late return	Pupils, parents	• Mobile phones available for emergency contact • School informed of delays • Parents advised of approximate return time in advance	Low
Emergency requiring evacuation of coach	All passenger s	• Staff briefed on procedure • Evacuation practice or briefing shared • Staff to remain calm and manage movement	Medium
Staff seating arrangements	Staff, pupils	• Staff seated at front, middle and rear to supervise • At least one staff member near emergency exit • Ratio of adults ensures supervision for each group	Medium

Inadequate supervision on board	Pupils	• Ratios of at least 1:6 (KS1) or 1:10 (KS2) • Assign staff to specific pupil groups • Regular communication between staff	Low

Appendix 3

Risk assessment: travelling by School Minibus

Hazard	Who is at Risk?	Control Measures in Place	Risk Level
Road traffic accident	All occupants	• Vehicle regularly serviced and safety checked • Driver holds correct licence and MiDAS certified • Route planned in advance • Seat belts worn at all times	Medium
Child not wearing seat belt	Pupils	• Seat belts checked by staff before departure • Children briefed on importance • Staff conduct visual checks during journey	Low

Distraction to driver	Driver, pupils	• Staff member (not driving) seated with children • Pupils briefed on appropriate behaviour • No loud music or distracting games	Medium
Driver fatigue	Driver, all occupants	• Breaks planned for longer journeys • Driver well-rested before trip	Low
Boarding/alighting accidents	Pupils	• Staff supervise entry/exit • Use of safe stopping areas • Children enter and exit in small groups	Low
Vehicle breakdown	All occupants	• Mobile phones available for contact • Recovery cover in place • Staff trained in evacuation and supervision	Low
Poor weather conditions	All occupants	• Driver checks weather and road reports before travel • Journey postponed or rerouted if necessary	Low
Emergency evacuation	All occupants	• Staff and pupils briefed on evacuation procedure • Staff familiar with emergency exits and fire extinguisher	Medium

Illness or medical issue	Individual pupils	• Staff aware of medical needs • First aid kit onboard • Medication carried as per care plans	Low
Unfamiliar route	Driver	• Route pre-checked and rehearsed if possible • Sat nav used with backup map • School notified of expected arrival/return times	Low
Inadequate supervision	Pupils	• Staff: pupil ratio appropriate (min. 1:8 or 1:6 depending on age and needs) • Staff member seated among children	Low

Appendix 4

Risk Assessment: Residential Trips

OVERVIEW: DUTY OF LOCO PARENTIS

All staff are acting in *loco parentis*, assuming the responsibilities of a prudent parent. Pupils' safety, welfare, and well-being are paramount at all times.

PRIMARY RISKS & CONTROLS

Hazard / Risk	Persons at Risk	Control Measures	Risk Rating (L/M/H)

1. Inadequate overnight supervision	Pupils	- Bedroom doors to be left ajar until all children are asleep. - Designated staff members to patrol corridors until all rooms are settled. - Staff bedrooms located in close proximity to pupil rooms. - Clear night-time rota in place.	M
2. Medical emergency during the night	Pupils	- A qualified First Aider is on duty at all times. - First aid kits are easily accessible. - Emergency contacts and medical info kept on hand. - Access to transport and/or emergency services clarified in advance.	L
3. Inappropriate behaviour (e.g., bullying, misconduct, safeguarding concern)	Pupils, Staff	- Staff to remain vigilant and approachable. - Any allegations or concerns of inappropriate behaviour are taken seriously and investigated in line with the school's safeguarding and behaviour policies, including taking separate statements, where appropriate. - DSL or trained deputy to be informed immediately. - Accurate records to be kept. - Staff reminded of professional boundaries and safeguarding duties.	M

4. Child going missing (e.g., wandering during the night)	Pupils	- Headcounts to be conducted regularly, including before bed and in the morning. - Doors and exits monitored and secured where appropriate (without locking pupils in). - Staff positioned strategically throughout accommodation. - Children briefed on expectations and boundaries.	M
5. Emotional distress / homesickness	Pupils	- Staff to monitor emotional well-being, especially at bedtime. - Supportive strategies in place (e.g., buddy systems, comfort routines). - Parents contacted if needed.	L
6. Breach of professional conduct by staff	Pupils, Staff	- All staff receive a clear briefing on safeguarding expectations and behaviour. - Code of conduct reinforced prior to trip. - No unsupervised one-to-one situations unless unavoidable and risk-assessed.	L
7. Fire or evacuation	Pupils, Staff	- Fire exits and evacuation procedures explained to pupils on arrival. - Fire drill conducted if appropriate. - Staff briefed on assembly points and responsibilities. - Overnight register kept by lead teacher.	M

ADDITIONAL NOTES

- Behaviour expectations are made clear to pupils and staff in advance.
- All staff carry mobile phones for emergency use.
- Gender-appropriate arrangements made for sleeping, toilets, and changing.
- Pupils are reminded of the reporting process if they feel uncomfortable or unsafe, using their codeword.
- Daily staff briefings held to review any incidents or concerns.