

# PORTFIELD SCHOOL & SATELLITE CENTRES



## POLICY DOCUMENT FOR EDUCATION VISITS



Tel: 01437 762701

Fax: 01437 771444

Email: [admin.portfield@pembrokeshire.gov.uk](mailto:admin.portfield@pembrokeshire.gov.uk)



**Review of Policy**

This Policy will be reviewed in line with Portfield School’s procedures on a biennial basis and has been agreed by Governors.

PSE Co-ordinator ..... Date .....

Chair of Governors ..... Date .....

<h2>Portfield School Mission Statement</h2>
---

Working together    Learning together    Achieving together

At Portfield School we strive to  
Create a happy, safe, supportive and stimulating learning environment  
Value everyone  
Develop everyone’s personal, social, emotional health and wellbeing  
Promote relevant academic and vocational skills  
Meet individual needs through an imaginative and flexible approach  
Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

Portfield School places the values and principles of the UNCRC at the heart all policies and practices

- Portfield School is a Rights Respecting School

## Policy for Education Visits

Portfield School adopt the following guidance as policy and practice for education visits.

### Introduction

As a result of a review by the LEA of the policy for Educational Visits, new procedures are being introduced which should reduce the workload for schools without compromising safety. The new policy applies to those school trips which begin and end during the normal school working day (or end soon after) and which are regarded as non-hazardous. The normal school working day is the times it is open for pupils as published in the school prospectus.

Schools are no longer required to inform Governors' Support Services (GSS) of these visits, which means there is no need to submit Annex 1 forms, risk assessments or lists of names and contact details. Schools will still be fully covered by the local authority insurance cover.

The rationale behind this is that should there be an incident on such a visit, the group leader would first contact the school for support. Depending on the severity of the incident, the school should immediately contact GSS and the authority will provide all necessary support, including informing the Press Office. It is, of course, essential that a risk assessment is done, that the names and contact details of all of those on the trip are readily available at the school and that parents have given consent for their child to go on the visit.

### **Trips returning soon after the school day ends**

If a trip is scheduled to return soon after the normal end to the school day, and the head teacher or a senior member of staff is available at the school until the trip returns (including if it is delayed), (s)he will be the first contact in the event of an incident so the new procedures apply and you need not inform GSS of the trip.

### **Hazardous activities**

Some activities are potentially more hazardous than others and, therefore, pose greater risks. We ask that you continue to complete forms to inform us of these visits and provide us with lists of names and contact details. Examples of such trips are open-water swimming and outdoor pursuits not run by a licensed provider. If in doubt, please ask for advice.

### **Visits which involve the whole school**

Occasionally, all pupils and staff of the school will be out on a trip e.g. Christmas theatre visit, or there may be several different trips on the same day. In these circumstances, because there is no senior member of staff at the school who can be contacted in an emergency, GSS should be informed of the trips on an Appendix 1 form and the names and contact details of those on the trip should be sent to us

### **Press enquiries**

In the event of the Press contacting the school in connection with an incident, [the school will](#) make no comment, but refer them to the Press Office.

Residential Visits – See attached Appendix 2

Overseas Visits – See attached Appendix 3

### **Risk assessments**

Schools must still complete risk assessments for these visits and for all other educational visits. In these, you identify significant hazards and record the measures you are taking to reduce the risk of an incident (e.g. adequate supervision, appropriate clothing and instruction). In addition, while recognising that risks cannot be eliminated, you need to identify what you can do to reduce the severity of the outcome of an incident (e.g. wearing seatbelts, first aid kit, a mobile phone with numbers programmed into it).

There is no standard format for a risk assessment. Portfield School's template attached – Appendix 1. These are used to record risk assessments for all trips but risk assessments need not be submitted to GSS for trips beginning and ending during the school day.

Residential/Overseas risk assessment will be completed online using the PCC Educational Visits Form. The online form will include:

- Departure/Arrival dates and times
- Names and contact information of school staff and non-school staff
- Staff/pupil attendance and ratios
- All travel arrangements
- All necessary information including,
- Full travel and activity risk assessments
- Proposal letter to parents
- Programme of activities (Itinerary)
- Contact list

Once the online form is complete it will be authorised by Headteacher or Deputy Headteacher and will then need to be authorised by the LEA.

### **School's emergency contacts for out-of-hours visits**

When such visits are arranged we ask you to name, on the educational visits form, an emergency contact who is not on the visit. It is essential that this person can be contacted **at all times** on the telephone number given, until the trip returns to school. (S)he should also have the names and contact details of all of those on the trip with them or near them at all times. In the event of an incident (s)he will need to be contacted either by the group leader or by local authority officers and will need to supply and use this information. [Portfield School ensures that group leaders carry Health Care Plans for pupils containing emergency contact details.](#)

### **Emergency Contact Numbers**

At all times the group leader should have on them a mobile phone, turned on whenever possible, and the number should be known to the school contact.

- In the event of an incident during normal working hours:

01437 776545 – Amanda Ryan – Governors' Support Services

01437 775387 - Len Mullins – Press Office

01437 764551 - PCC Contact Centre Switchboard – ask for a named officer in Education

- Out-of-hours emergency number:

0845 6015522 - ask for Amanda Ryan or Len Mullins and the duty press officer to be informed.

If you call the out-of-hours emergency number during office hours you will get an automated response asking you to call the Contact Centre Switchboard.

**For further information on Educational Visits, please contact:**

Amanda Ryan  
Professional Officer, Governors' Support Services  
Tel: 01437 776545  
Email: [amanda.Ryan@pembrokeshire.gov.uk](mailto:amanda.Ryan@pembrokeshire.gov.uk)

**APPENDIX 1**

**RISK ASSESSMENT:**

<b>Assessed by:</b> Gareth Wilcox	<b>Date of Assessment:</b> / /	<b>Review Date:</b> N/A	<b>School Phone No: 01437</b> 762701 <b>School Emergency No:</b> 07816527330
--------------------------------------	-----------------------------------	----------------------------	---

Time: \_\_\_\_\_ Date of session: \_\_\_\_\_ HC Plans and Medication carried  Staff/Pupil list attached  Staff mobile number: \_\_\_\_\_

<i>HAZARD</i>	<i>RISKS</i>	LOW/ MED/ HIGH	CONTROLS IN PLACE	ADDITIONAL CONTROLS REQD

Signed..... Designation.....

Date.....

Signed..... HT/DHT/AHT

## APPENDIX 2

### Residential visits – Guidance for schools in Pembrokeshire

#### 1 Context

The Welsh Government has published ‘Educational visits – a safety guide for learning outside the classroom’, which provides comprehensive guidance and good practice related to all aspects of Educational visits. School staff should refer to this guidance when planning any activity away from the school. Further information and guidance on the procedures schools should follow and the support offered by PCC to those undertaking visits is detailed in PCC’s Educational Visits Procedures for Pembrokeshire Schools and Youth Service. Both documents are available on the Educational Visits area of the Pembrokeshire Portal.

The process detailed below is supplementary to the WG guidance and is specific to **residential** visits, focusing on the extended timescales for planning such visits, and for submitting a proposal for approval. Separate guidance has been produced for overseas visits.

#### 2 Process

All planned residential visits should adhere to the timescales below.

- 2.1 6-12 months prior to intended departure:** Outline proposal to be made to Headteacher/Senior Leadership Team. No booking should be made before receiving written approval from the Head and/or SLT.
- 2.2 6 months before the proposed trip (or at the earliest opportunity following approval of the proposal by SLT and GB):** Letters to be sent to parents inviting expressions of interest, followed by an open evening to give information – before deposits are taken. Detailed plans may now be drawn up and provisional bookings made (*NB: it is good practice to seek three quotations, to ensure good value for money is achieved*). Between now and the departure of the trip, parents should be updated at appropriate intervals about the detailed arrangements.
- 2.4 At least 28 days before departure:** The online educational visit form with all the relevant attachments, including full risk assessment(s), to be completed and submitted for the Educational Visit Coordinator’s (EVC) approval (*NB: it is possible to revisit the form with updated information after submission, therefore the form should not be delayed due minor omissions*).

#### 3 Questions to be addressed in the outline proposal

Before a school decides to offer residential visit to pupils, the proposal must be justified. The following issues should be considered by the staff involved, the headteacher and a committee of the governing body.

##### 3.1 Brief details of trip (provisional): destination, number of pupils, dates

##### 3.2 Educational Objectives

- What are the educational objectives?
- How will they be met?
- Could these objectives be met to a similar degree through one or more visits taking place during the school day? How?

*A robust case must be made for the educational benefit of the trip, including proper consideration of whether the same or broadly similar educational benefit could be achieved through visits that take place during the school day. If the case cannot be made, the trip should not be sanctioned.*

### **3.3 Costs**

- Would the cost be prohibitively expensive for many pupils?
- Could a similar experience be provided at a more affordable price that would be accessible to a wider group of pupils?
- Will the cost of this one trip prohibit a pupil's access to other extra-curricular activities/visits?
- What support will the school offer pupils who cannot afford to go on the trip?

*If the same or similar benefits could be achieved through visits that take place during the school day at a significantly lower cost, the trip should not be sanctioned.*

### **3.4 Safeguarding**

- What safeguarding risks does the trip present?
- How will these risks be mitigated or eliminated?

*Proper consideration needs to be demonstrated of the additional safeguarding risks posed by taking young people on residential trips; for example, exposure to third party personnel such as hotel staff. Robust safeguarding procedures would need to be in place should the trip be permitted to proceed. The age, maturity, experience and behaviour of the cohort for which the trip is intended should be fully taken into account.*

### **3.5 Staffing**

- The trip should take place fully outside term time. Is there any disruption to the educational provision for pupils on the trip, or others who will need supply teachers?
- If there is to be any unavoidable overlap into term time, can the impact of any cover be justified in terms of the number of pupils affected compared with the number benefitting from the residential visit?

### **3.6 'Down time'**

- How much down time would you expect there to be?
- How would down time be organised and supervised?
- How would staff be organised in terms of duties during evenings and overnight?

*The suitability, competence and number of staff accompanying the trip are essential considerations. Downtime should be structured to include: briefings on the following day's activities, organised leisure activities, study time. There will be a need to have sufficient staff on duty or on call to ensure adequate supervision at all times. Regard must also be paid to the wellbeing of staff, with provision being made for adequate rest periods.*

### **3.7 The wider experience**

- Would the trip offer such a significant cultural, spiritual or sporting opportunity that it would not be achievable through any other kind of trip or activity?

## **Further guidance and support**

Please consult your EVC for advice on any aspects of the proposal.

Advice and guidance on administrative issues is available from:

Amanda Ryan – Professional Officer, Governors' Support Services

Tel: 01437 776545

[amanda.ryan@pembrokeshire.gov.uk](mailto:amanda.ryan@pembrokeshire.gov.uk)

## APPENDIX 3

### Overseas visits – Guidance for schools in Pembrokeshire

#### 1 Context

The Welsh Government has published ‘Educational visits – a safety guide for learning outside the classroom’, which provides comprehensive guidance and good practice related to all aspects of Educational visits. School staff should refer to this guidance when planning any activity away from the school. Further information and guidance on the procedures schools should follow and the support offered by PCC to those undertaking visits is detailed in PCC’s Educational Visits Procedures for Pembrokeshire Schools and Youth Service. Both documents are available on the Educational Visits area of the Pembrokeshire Portal .

The process detailed below is supplementary to the WG guidance and is specific to **overseas** visits, focusing on the extended timescales for planning such visits, and for submitting a proposal for approval.

#### 2 Process

All planned overseas visits should adhere to the timescales below.

- 2.1 15 – 18 months prior to intended departure:** Outline proposal to be made to Headteacher/Senior Leadership Team. No booking should be made before receiving written approval from the Head and/or SLT.
- 2.2 12 - 15 months before intended departure:** If approved by Head/SLT, the proposal must be referred to a committee of the governing body for its approval. If approved, the Headteacher and Chair of Governing Body sign off the proposal.
- 2.3 12 months before the proposed trip (or at the earliest opportunity following approval of the proposal by SLT and GB):** Letters to be sent to parents inviting expressions of interest, followed by an open evening to give information – before deposits are taken. Detailed plans may now be drawn up and provisional bookings made (*NB: it is good practice to seek three quotations, to ensure good value for money is achieved*). *Between now and the departure of the trip, parents must be updated at appropriate intervals about the detailed arrangements.*
- 2.4 At least 8 weeks before departure:** The online educational visit form with all the relevant attachments, including full risk assessment(s), to be completed and submitted for the Director of Education’s approval (*NB: it is possible to revisit the form with updated information after submission, therefore the form should not be delayed due minor omissions*).

#### 3 Questions to be addressed in the outline proposal

Before a school decides to offer an overseas visit to pupils, the proposal must be justified. The following issues should be considered by the staff involved, the headteacher and a committee of the governing body.

##### 3.1 Brief details of trip (provisional): destination, number of pupils, dates

##### 3.2 Educational Objectives

- What are the educational objectives?
- How will they be met?
- Could these objectives be met to a similar degree on a UK based educational visit? How?

*A robust case must be made for the educational benefit of the trip, including proper consideration of whether the same or broadly similar educational benefit could be achieved through a UK based visit. If the case cannot be made, the trip should not be sanctioned.*

### **3.3 Costs**

- Would the cost be prohibitively expensive for many pupils?
- Could a similar experience be provided at a more affordable price that would be accessible to a wider group of pupils? (see above regarding UK based visits)
- Will the cost of this one trip prohibit a pupil's access to other extra-curricular activities/visits?
- What support will the school offer pupils who cannot afford to go on the trip?

*Overseas visits can be elitist, with only the most affluent families able to afford them. For some families, the cost of a trip for one pupil can equate to the cost of a family holiday. If the same or similar benefits could be achieved in the UK at a significantly lower cost, the trip should not be sanctioned.*

### **3.4 Safeguarding**

- What safeguarding risks does the trip present?
- How will these risks be mitigated or eliminated?

*Proper consideration needs to be demonstrated of the additional safeguarding risks posed by taking young people overseas, taking into account, for example: the cultural differences of the country/ies to be visited, a long and potentially complex journey, and the distance from the support networks provided by the family/school/LA. Robust safeguarding procedures would need to be in place should the trip be permitted to proceed. The age, maturity, experience and behaviour of the cohort for which the trip is intended should be fully taken into account.*

### **3.5 Staffing**

- The trip should take place fully outside term time. Is there any disruption to the educational provision for pupils on the trip, or others who will need supply teachers?
- If there is to be an unavoidable overlap into term time, can the impact of any cover be justified in terms of the number of pupils affected compared with the number benefitting from the overseas visit?

### **3.6 'Down time'**

- How much down time would you expect there to be?
- How would down time be organised and supervised?
- How would staff be organised in terms of duties during evenings and overnight?

*Of incidents that occur on overseas visits, a significant number happen during down time. Therefore at this early stage there should be proper regard paid to how downtime is used. The suitability, competence and number of staff accompanying the trip are essential considerations. Downtime should be structured to include: briefings on the following day's activities, organised leisure activities, study time. Staff must be aware that the trip is not a holiday*

*for them, and there will be a need to have sufficient staff on duty or on call to ensure adequate supervision at all times. Regard must also be paid to the wellbeing of staff, with provision being made for adequate rest periods.*

### **3.7 The wider experience**

- Would the trip offer such a significant cultural, spiritual or sporting opportunity that it would not be achievable through any other kind of trip or activity?

### **Further guidance and support**

Please consult your EVC for advice on any aspects of the proposal.

Advice and guidance on administrative issues is available from:

Amanda Ryan – Professional Officer, Governors’ Support Services

Tel: 01437 776545

[amanda.ryan@pembrokeshire.gov.uk](mailto:amanda.ryan@pembrokeshire.gov.uk)