



OAKLEA GRANGE

Educational Visits Policy

(Health and Safety of Pupils on
off-site Activities)

Authors:	Natasha Moore & Darren Gilmour
School Role:	Head Teacher & Deputy Head Teacher
Date:	23.10.2022

Reviewer:	Austin Bowers Natalie Hughes-Evans
School Role:	Head Teacher / Lead for Teaching and Learning
Date:	10.07.2026

Next review date:	10.07.2027
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I agree that I have read and understood this policy, and that I am aware of my responsibilities in meeting the expectations stated within this policy.

Name	Role
Austin Bowers	Headteacher
Natalie Hughes-Evans	Teaching and Learning Lead
Darren Gilmour	Wellbeing Lead
Dawn Small	Business Administrator
Jessica Francis-Burke	Teaching Assistant
Beth Edge	Teacher

Key Contacts and Roles:

Name	Role	Contact
Austin Bowers	Headteacher	Rebbeca.bhageerutty@youngfoundations.com
Darren Gilmour	Wellbeing, care, support and guidance lead: DSP	Darren.Gilmour@youngfoundations.com
Natalie Hughes-Evans	Lead for Teaching and Learning	Emma.Woodbine@youngfoundations.com
Lynette Edwards	Director of Education & Chair of Governors	Lynette.Edwards@youngfoundations.com
Niall Kelly	CEO	Niall.Kelly@youngfoundations.com

Oaklea Grange School Aim:

Our aim is for every pupil to have the chance to develop and grow into confident, happy, positive young people, through honesty, opportunity, progression, and empowerment.

Oaklea Grange School Vision:

We believe that all pupils can achieve success, and we encourage our pupils to recognise that in themselves.

As a small school providing specialist mental health support, we get to know every pupil as an individual and can both challenge and nurture them. We set high standards for our pupils and an approach to attitude, work and discipline that will allow them to succeed when they leave the school. We also recognise the importance of pupils' wellbeing, building their character and skills, and developing young people who will have the confidence to flourish.

1. Introduction

1.1 At Oaklea Grange we acknowledge the immense value of off-site visits, forest school and outdoor education and recognise the added value of learning these visits bring. We believe that these activities are beneficial in many ways, not only to **motivate pupils** and **enrich the curriculum** but also to **develop social skills** and to **promote self-esteem**. We therefore aim to provide all pupils, subject to risk assessment, with a variety of high-quality learning experiences outside the classroom.

1.2 This policy should be adhered to by all staff who have direct supervision of pupils undertaking experiences beyond the boundary of their normal classroom or environment.

2. National Guidance, Standards and Policies

We will ensure that we comply with all Welsh Government documentation before any educational visit is authorised and all precautions are taken to ensure pupils' safety.

2.1 This policy follows guidance from the Independent Schools Standards (Wales) 2024

2.2 As well as following guidance in this policy, all staff must follow the OEAP National Guidance. [Guidance Documents | \(oeapng.info\)](https://www.oeapng.info)

In the event of any apparent conflict between Oaklea Grange Policy and OEAP National Guidance, then Oaklea Grange Policy must be followed and clarification sought from the Educational visits Coordinator (EVC) or Head Teacher

2.3 Current General and Specific Standards:

- Health and Safety at Work etc Act 1974
- Management of Health and Safety at Work Regulations 1999
- Health and safety: advice on legal powers and duties (DfE 2014)
- High Quality Outdoor Learning for Wales
- Safe Practice in Physical Education and School Sport (Association for Physical Education 9th Edition 2016)
- Health and safety: advice on legal powers and duties (DfE 2014)

2.4 Oaklea Grange Policies and other linked documents

- Health & Safety Policy
- Prevent Bullying Policy
- Safeguarding Policy
- Risk Assessment Policy
- Individual Risk Assessment
- Administration of Medication Policy
- Equality and Diversity Policy
- Child Protection Policy
- GDPR Policy
- School First Aid Policy
- Education act 2002
- Welsh Assembly Government Guidance found at: <https://oeapng.info>
- Keeping learners Safe 2021

3. Roles and Responsibilities

At Oaklea Grange School, we have highlighted the following responsibilities:

Head Teacher /SLT

It is the responsibility of the Head Teacher to ensure that:

- an educational visit leader is appointed
- an application for a school trip/visit is completed, submitted, and approved by the Head Teacher and/or EVC, where possible, a minimum of three weeks before
- the educational visits policy is implemented
- the visit is insured and that documentation to show this has been obtained
- for every visit a risk assessment is completed by the visit leader and is used in conjunction with each child's Personal Risk Assessment. This risk assessment must be read and signed by all members of staff who will be taking part in the trip or activity.
- ensure all guidelines, policies and procedures for educational visits are up to date
- ensure that the LA guidelines are available to all staff
- support colleagues in planning and preparing visits, where appropriate
- check that all the necessary paperwork is completed
- check all arrangements for medication is in place and robustly secured.
- be responsible for keeping records of completed forms and risk assessments
- ensure that records are kept up to date

Education Visits Coordinator

It is the responsibility of the EVC to:

- Be a champion for all aspects of visits and outdoor learning
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards establishment effectiveness
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits and outdoor learning
- Support the head in ensuring that the establishment fulfils its duty of care and complies with legal requirements regarding outdoor learning and offsite visits
- Ensure good practice in the provision of visits and outdoor learning
- Ensure that leaders are competent to lead the activities and visits to which they are assigned
- Ensure that Disclosure and Barring Service (DBS) disclosures are in place as necessary
- Ensure that emergency arrangements are sufficient, and that there is an emergency contact for each visit
- Monitor provision in the establishment to ensure good practice and compliance with employer and establishment requirements, and to identify any training needs
- Ensure that planning complies with the employer's requirements and that, where required, the arrangements are submitted for approval within agreed timescales
- Support the head in approval decisions so that all those with responsibility have the competence to fulfil their roles
- Ensure that all activity is reviewed and evaluated, that good practice is shared, and that any issues are followed up
- Keep records of individual visits including reports of accidents and near-misses

Visits Leader

- All leaders have a legal duty of care and must comply with their employer's policy and guidance.
- The Visit Leader has overall responsibility for a visit. This includes the learning, development, supervision and welfare of the participants and the health and safety of all, including any other leaders and helpers.
- All relevant documentation for planning a trip and completing a risk assessment can be found on SharePoint and in the Educational Visits folder. There is a template for Young Foundations Educational Assessment Form which includes pre-visit details, risk assessment, feedback etc, which must be completed for all new activities.
- Additional Measures Form to be completed and signed off by Head or SLT on the day of the trip/activity.

It is the responsibility of the leader to:

- seek initial approval for the visit from the EVC or Headteacher by completing the Activity Application Form at least 3 weeks prior to planned visit where possible and having this signed off by the EVC or Headteacher
- complete all the necessary paperwork including a risk assessment following the STAGER variables (appendix A) listed on the Activity Application Form and assign responsibilities to accompanying staff – allocating pupils to staff ratio and informing all concerned
The Activity application form and risk assessment will clearly state the learning intentions/outcomes of the activity
- inform parents/carers (where appropriate, for example when trips are outside school hours or require special clothing etc)
- ensure that transport, venue, and lunches are prepared for visit
- ensure that all staff are aware of the names of pupils who will be taking part in the visit and know of any medical conditions
- seek any necessary consent, medical information, and dietary requirements from parents/carers
- ensure all medication needed, including inhalers, is taken as necessary and there is someone on the trip/activity who is trained to administer medication
- ensure that a first aid kit is available on all offsite visits and a trained first aider is on the trip/activity
- ensure that a working mobile telephone is available and switched on for emergencies and to enable the school to maintain contact
- Ensure that the grab bag is taken on trips which has been checked for contents (torch, hi vis, charged phone, ligature cutter, first aid kit)
- make any payments on arrival (if required) and ensure a receipt is collected
- ensure the safety, well-being, and security of the pupils during the visit
- Ensure that all staff read and sign the risk assessment prior to the visit
- Ensure that there is a plan B in place should one or all pupils not be able to go on the trip due to behaviour, weather etc

4. Risk/Benefit Assessment Procedures

Oaklea Grange School use Risk/Benefit forms and several generic risk assessments. These are used as a guide for staff to consider risk which may be encountered on routine visits and trips.

We are keen to allow pupils to have many experiences to broaden their world view and to enhance learning. As part of this we believe it is important to have a balanced view of risk and to support staff members to take pupils offsite and take part in Forest School and Outdoor Education. As part of this we feel that it is important to consider the benefits to pupils so we can make a balanced judgement in considering if a trip or visit should go ahead. Such as:

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

- 4.1 Our educational risk assessments are completed using STAGER variables (see Appendix A) to ensure that risks are managed to an "acceptable" or "tolerable" level. Benefits and learning intentions/outcomes will be taken into consideration.
- 4.2 **Generic risk assessments** will exist for activities such as travelling in cars etc. This may be incorporated into a specific risk assessment.
- 4.3 Individual pupils with specific needs will be identified in conjunction with the pupil's individual risk assessment where appropriate, including those with specific allergies.
- 4.4 All adults taking part in an educational visit have a duty of care and should therefore help in the supervision of all pupils to ensure their safety and well-being.
- 4.5 The cohort, risk management of each pupil and experience of the members of staff supervising the group will be considered when deciding the ratio. If a pupil requires one-to-one supervision this will happen on all visits or where a pupil has specific needs the support of more than one adult may be required for that pupil to maintain inclusivity where possible
- 4.6 Staff attending visits will be people who normally work at Oaklea Grange.
- <https://oeapng.info/downloads/specialist-activities-and-visits>
- 4.7 Risk Management is not about eliminating risk but reducing it to be as low as reasonably possible. Learning outside the classroom helps develop pupils risk awareness and prepares them for future working life.
- 4.8 There are generally two types of visits: Standard and Enhanced. These are then split into three categories as shown in diagram in Appendix A.
- 4.9 Risk assessments are to be completed on the Young Foundations Educational Visits Assessment template which can be found on SharePoint.
- 4.10 All risk assessments are dynamic, and the additional measures form must be completed and signed off by either Head or Lead for well-being and care, prior to the activity taking place to ensure that all factors of risk management have been considered.

5. **Pre-visits and Provider Assurances**

- 5.1 Where possible a pre-visit should take place to enable accurate risk assessments to be completed and to ensure that staff are familiar with the venue and aware of all the activities that are available. Using questions in the National Guidance will help structure this visit.
- 5.2 When using an external provider we will also seek to obtain-
Relevant qualifications of any instructors

- Liability insurance
- DBS Checks at appropriate level
- Safeguarding and child protection policy
- Health and safety policy
- Provider risk assessment
- Specific activity risk assessment
- Proof of registration of any relevant governing body

5.3 Staff will ensure that any provider meet acceptable standards such as the nationally accredited schemes including Learning Outside the Classroom (LOtC), Quality Badge and Adventure Activities Licensing Authority (AALA).

5.4 To make an approval decision, providers who do not hold external accreditation should be carefully checked using the National Guidance.

6. Records and monitoring

For each visit an appropriate activity application form should be completed by the visit leader. The risk assessment and any other relevant documents should be attached and all paperwork must be signed and approved by the Head Teacher/ Lead for wellbeing and care, stored in the Educational Visits Folder as well as the Risk Assessment Folder.

After any visits, an evaluation form, which is found on the Education Visit Assessment form, should be completed by the visit leader and given to the by the Head Teacher/ Deputy Head Teacher to evaluate the impact and file with the trip application. Where necessary, any relevant amendments to the risk assessment should be made.

7. Emergency Procedures

7.1 Every member of staff attending a visit should be familiar with the following emergency planning procedure for our school.

7.2 In the event of an emergency, the leader should, if appropriate, phone the emergency services first and then the school to speak to the Head Teacher or if not available SLTs. If necessary, the Headteacher or SLT will contact the Care Manager and the Local Authority Officer.

7.3 Leaders of visits must always carry emergency contact telephone numbers for school during an offsite educational visit. The emergency contact back at school must always be accessible. This will usually be the Head Teacher. Two emergency contact numbers the Head Teacher/ SLT to be given in case the first is unobtainable and both numbers will be clearly visible in the visit pack.

7.4 For residentials there should be a 24-hour accessible phone number to give to the Local Authority, police, and care manager in the event of an accident. This will be the Head Teacher or SLT.

8. Communications

The care manager should be informed of visits although this may not be required for short visits during the school day such as to the local shops. The leader is responsible for ensuring that clear communication is made with pupils/care manager/carers regarding departure and return times, activities to be undertaken, special clothing that may be required and contact numbers. For residential visits there should be a meeting for parents/ care givers to inform them of the itinerary and to answer any queries. The leader should ensure that staff are informed of visits during briefings and on the school calendar.

9. First Aid

A fully stocked first aid kit should be taken on all visits.

All trips will have at least one Level 3/2 trained first aider present.

Where there may be excessive exposure to the sun participants should be provided by their carers high- factor protective cream and hats as part of their equipment. Leaders should encourage adequate application of sun protection. All adults involved should know how to contact the appropriate emergency services.

10. Discipline/Pupil Expectations

Pupils should be briefed prior to departure to remind them of expectations

The behaviour policy should be followed during the visit.

If the leader decides that any pupil is placing another person at risk (e.g., taking the focus of the teacher from others), the pupil should be given time with another adult to regulate their emotions and in some circumstances may have to return to the school.

11. Pupils with Special Medical and Educational Needs

The risk assessment will note and consider the medical needs of all individuals to ensure inclusivity. The leader will have a copy of all pupils' medical information needs and keep any necessary medication. A member of staff trained in administration of medicine must be on a trip where necessary. Pupils who have asthma will keep their own inhalers. Educational visits should be accessible to all pupils. Pupils who have additional learning needs may require 1:1 supervision throughout the visit.

12. Induction and training

As we regularly organise visits at Oaklea Grange School, all staff complete a 'risk assessment for school trips' course on Educare.

All staff will read and sign the Risk Assessment Policy and the Educational Visits Policy.

On each trip there will be a trained First Aider, Foundations for Safer Care staff member and a Visit leader.

Any additional training or guidance can be sought through EVC or Head Teacher who will have both completed EVC training themselves.

Refreshers for risk assessment training will also be given intermittently in Staff meetings

13. Drivers

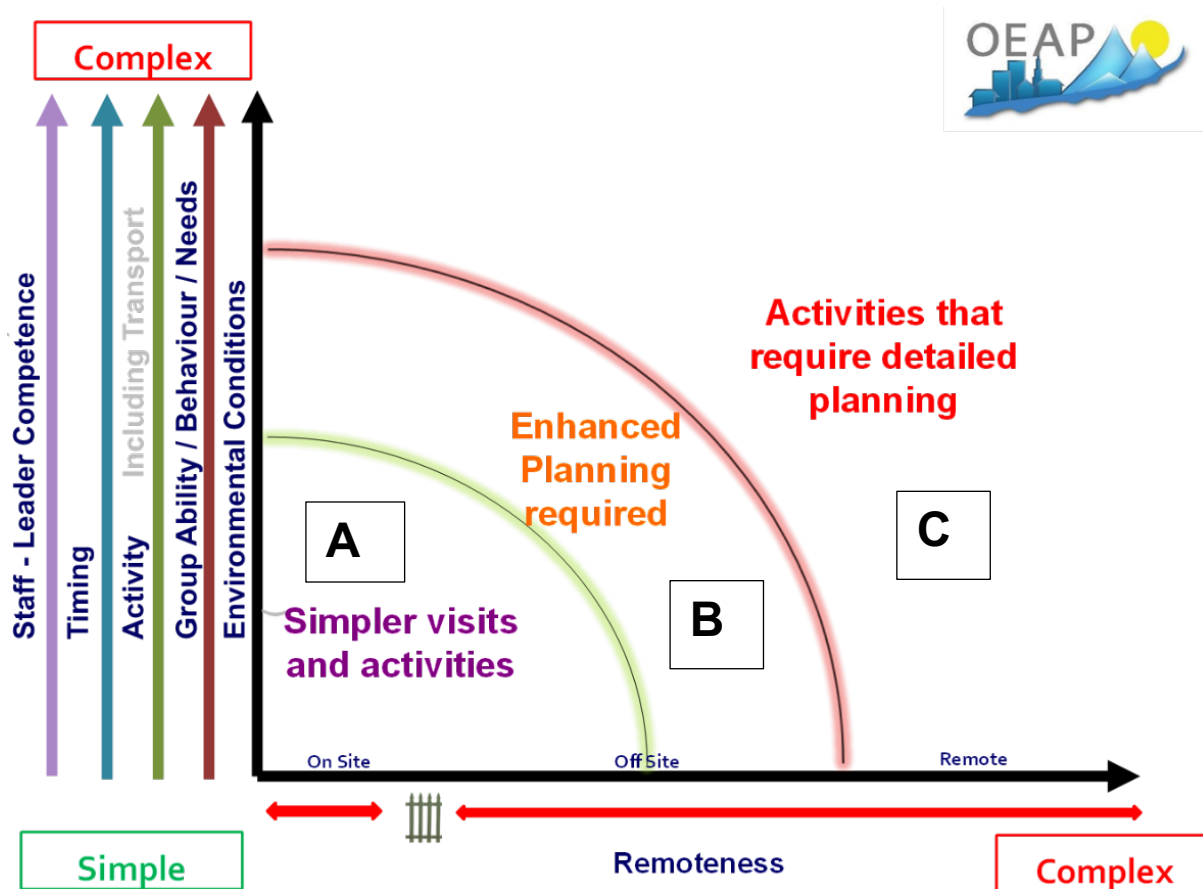
All drivers are approved drivers with Wessex Fleet. Their driving licences are regularly spot checked to always ensure compliance and safety. **Personal cars cannot be used** unless in exceptional circumstances with prior authorisation from a member of the senior leadership team and/or Lynette Edwards (Director of Education).

14. Inclusion

Activities should be available and accessible to all, irrespective of additional learning needs or medical needs. During the planning stages of a visit or activity, staff must make sure that all reasonably practicable measures are taken to include all pupils. Venues and activities should be suitable and accessible and enable the whole group to participate fully and be actively involved.

Appendix A

The Stager diagram



The STAGER variables

- **Staff** Experience/training? Competent? Vetted? Approved? Staff/participant ratio? Know each other?
- **Timing** Time of year? Daylight hours? Likely weather/travel conditions? Availability of facilities? Curriculum constraints? Religious days/festivals? Term time/holiday? Day/evening/weekend? Cost variation? Staffing issues? Availability of support/emergency response?
- **Activity** Suitability? Complexity? Adventure activities? Residential? Transport? Staff/participant training? Equipment? External provider?
- **Group** Age? Gender? Number? Behaviour? Individual needs/abilities? Experience/training? Known to staff? Consent?
- **Environment** Weather? Ground conditions? Water levels? Tides? Pandemic? Accommodation? Other hazards? Disabled access?
- **Remoteness** Travel distance/time/cost? Routine/emergency communications? Emergency access? Overseas? Language?