



VISITS POLICY

At Papillon House we recognise that school visits provide a unique opportunity to take part in a range of educational and social experiences to extend an effective and balanced curriculum. Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning, and improve attainment, understanding both at school and at home. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Visits can have a positive effect on pupils' self-esteem and can significantly improve many skills including their ability to work with others and improved understanding of their surroundings. All visits should have clear purposes and aims and be properly organised in the interests of the welfare and safety of the pupils and staff involved.

COVID 19

Papillon House School will follow the guidance and any restrictions imposed by The Government in relation to any COVID 19 outbreaks, either nationally or local. This may require certain kinds of trips i.e. community visits to a supermarket, not taking place and suspending all non-essential trips. Restrictions on the number of people travelling in the minibus will also be introduced to allow for social distancing to take place in a confined area. Risk assessments will be completed as normal and will include any addition risk that COVID 19 may cause.

The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants' not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Types of Visit

There are three 'types' of visit:

1. **Community Visits:**

These are considered as part of the normal curriculum and take place during the school day i.e. Supermarkets, parks, garden centres and access to the local community in general etc.

2. **Planned Education Visits:**

These are usually whole day trips outside the local community i.e. visits to museums, farms, the Seaside, theatres, etc.

3. **Visits that are residential or involve an adventurous activity.**

The Educational Visits Coordinator (EVC) is Katie Lonnborg Deputy Head, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans before submitting them to the Head Teacher. The Head Teacher has responsibility for authorising all visits.

Planning Education Visits

The organisation of an educational visit is crucial to its success. With rigorous planning, organisation and control, a visit should provide a rich, learning experience for the pupils.

Thorough preparation for a class visit will include a pre-visit by teacher(s) to:

- Confirm suitability.
- Establish the focus for the trip.
- Help determine the suitable preparation.
- Where do they fit into the pupil's curricular needs
- What arrangements will need to be made to take account of the pupils' different abilities, physical capabilities and any health requirement
- Are there any pupils with medical conditions or who require medication?
- What skills, facilities and qualifications are needed by any external provider
- Does the provider need to have a license and if so, does she/he have one (You can check this direct with the Licensing Authority on the internet website <http://www.aa/a.org>).
- Carry out a risk assessment.

Staff will complete a school visit form summarising details and costs of the visit. At the same time they will submit a risk assessment form.

Risk Assessments

A risk assessment will be carried out at least two weeks in advance of the visit to identify hazards, who may be affected by them and the steps needed to reduce the risks to an acceptable level. Risk Assessment forms (Appendix A) are available from the Risk Assessment Folder in the School Office. The Risk Assessment should be discussed with and authorised by the Deputy or Head Teacher. It should be signed by all the adults attending the trip to ensure all staff are aware of any risks involved in the visit.

Organisation

Most class trips (Both Community Visits and Planned Education Visits) will take place within the school day and are planned well in advance and clearly detailed on teachers' Medium Term Plans as well as Short Term Planning sheets.

A Community Visits consent form will be sent home to parents/carers at the beginning of each academic year which should be completed and signed by them.

Prior to 'Planned Education Visits' pupils will take a letter home which contains details of the place, date, times of departure and return, the cost, and any special requirements (e.g., change of clothing etc.). A permission slip is attached to the letter, which the parent/carer should sign before the visit.

Procedure for organising a school visit:

- Complete a School Risk Assessment Form. (Appendix A)
- Complete a School Visits Form. (Appendix B)
- Give both forms to the office so that they can be checked and signed by the Deputy or Head teacher.
- No NQT/inexperienced or new teacher will lead a Planned Educational Visit, without the backup and support of an experienced teacher in their first half term.
- Use (Appendix C) to give parents full details of the organisation and administration of the visit.
- Read carefully 'Travel and Transport' (Appendix D) particularly noting arrangements for safe travel by your form of transport.
- For visits involving an overnight stay the school will endeavour to provide one adult of each gender to accompany the pupils.
- Staff should read the copy of emergency procedures on school visits before they depart on any trips.
- All accompanying adults are legally required to undergo a Disclosure Barring Service (DBS) Check.
- Minimum levels of supervision are 4 adults to 8 children. However, the Risk Assessment must establish that this is the correct ratio considering the cohort of children and the type of trip being proposed.

Roles and Responsibilities

If visits are to take place safely and efficiently all those involved need to take account of their responsibilities.

Teachers should:

- Obtain the Head Teacher's agreement before any off-site visit takes place.
- Have a clear objective for the visit.
- Undertake and complete the planning and preparation of the visit.
- Complete a risk assessment.
- Provide detailed information for parents.
- Gain parents written consent.
- Ensure that adequate first-aid provision is available.
- Have details of the school contact.
- Ensure that pupils are well prepared for the activities they will do.
- Ensure that the Special Needs Assistants (SNAs) are fully aware of what the visit entails, their role and responsibilities.
- Ensure that the SNAs are aware of any medical needs the pupils may have and know how to deal with them.
- Maintaining order and discipline.

- Safeguarding the health, welfare and safety of all pupils.
- Reading and being fully conversant with the School Visits Policy and the Critical Incidents Policy in case an emergency situation arises.
- Have a mobile phone.
- Consider stopping the visit if the risk becomes unacceptable.

Adult volunteers should:

- Be clear of their role and responsibilities throughout the visit.
- Not be left in sole charge of the pupils
- Follow the instructions of the teacher.
- Speak to the teacher if concerned about the health and safety of the pupils.

The Head Teacher should:

- Have an overview of all activities that take place.
- Provide advice and support for staff.
- Ensure that visits comply with school procedures.
- Keep records of visits.
- Review systems regularly.
- Monitor practice and procedures.
- Ensure robust child protection procedures are in place.
- Ensure that visits are inclusive.
- Ensure Risk Assessments have been completed.
- Ensure that the school has an emergency plan in place.
- Ensure accident / injury and death are reported as required.
- Ensure that all necessary actions have been completed before the visit takes place.

The Management Team should:

- Ensure that guidance is available to inform the school policy.
- Ensure that the Head Teacher is supported in matters relating to educational visits.

Specialist Instructors

Specialist instructors engaged to take charge of particular activities are responsible for the health and safety of pupils while they are in their charge. Party leaders, accompanying adults and pupils would normally be expected to comply with any advice given by specialist instructors.

Parents

Parents are responsible for:

- Providing details of any recent illness or medical condition affecting their child.
- Ensuring that the school has up-to-date emergency contact numbers, especially if they are planning to go away while their child is on the trip.
- Arranging any extra insurance cover that they feel they would like.

Safety Considerations

The safety of the children is given the highest priority and is a prime consideration in all preparation. All necessary paperwork must be completed prior to the visit with Risk Assessments authorized before any visit can take place.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An induction system, where staff new to teaching, the school and/or visits, assist and work alongside experienced teachers before taking on a leadership role.
- Supervision by senior staff on some community/educational visits.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For all trips, there should be at least one trained first-aider in the group. A decision based on the risks and children involved should be made for each visit.

A First Aid Kit accompanies the children on every visit.

Inclusion

Papillon House School is governed by The Equality Act 2010. As such we do not discriminate against, harass or victimise pupils or young people because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that we provide (or not) a benefit, facility or service.

Activities and visits should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures will be taken to include all young people. Every reasonable effort will be made to find venues and activities that are both suitable and accessible and that enable all pupils to participate fully and be actively involved. However, where it is not possible to balance the best outcomes for all pupils with the particular needs of individuals, the impact of this will be given due consideration and suitable alternative provision will be sought.

Papillon House School may choose to exclude a young person from a visit or activity where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, other members of the group, or the leaders. If this decision is made it will be communicated to parents/carers at the earliest possible opportunity and consideration given to alternative ways of achieving the same learning outcomes

This policy should be read in conjunction with all other relevant policies.

This policy was reviewed and revised by Alicia Rickman Head Teacher in consultation with Katie Lonnberg Deputy Head and Liz Evans Head of Therapy.

It was reviewed and agreed by the Management Team on 18 October 2017

Policy				
Visits	Written	Gillian Hutton	Head Teacher	September 2007
Visits	Reviewed	Alicia Rickman	Senior Teacher	September 2010
Visits	Reviewed & Amended	Alicia Rickman	Deputy Head Teacher	September 2012
Visits	Reviewed	Alicia Rickman	Acting Head Teacher	September 2014
Visits	Reviewed & Amended	Alicia Rickman	Head Teacher	September 2017
Visits	Reviewed and Amended	Alicia Rickman	Head Teacher	November 2020



PAPILLON HOUSE SCHOOL

GENERAL RISK ASSESSMENT FORM

(To be used in conjunction with the General Risk Assessment Completion Guidance)

Management of Health & Safety at Work Regulations 1999

Name and location of visit _____

Date _____ Time: _____ to: _____

A Number of employees:

Non-employees affected:

Out of hour's activity:

Vulnerable persons:

B Activity or work area being assessed:

C Hazards

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

D Risks associated with the above hazards

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

E Existing controls

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

F Scoring

Severity	No sig risks	Minor injury	Inj req. time off	Major injury	Multi deaths
Score	1	2	3	4	5
Frequency	Rare event	infrequent	occasional	frequent	Very frequent

Risk assessment score = Severity x Frequency

1.	x	=	2.	x	=	3.	x	=
4.	x	=	5.	x	=	6.	x	=
7.	x	=	8.	x	=	9.	x	=

G Prioritising action

Score 1 – 4	Low risk	Action discretionary
Score 5 - 9	Medium risk	Action discretionary, low priority
Score 10 - 15	High risk	Action discretionary, high priority

Score 15 +

Immediate

Action required to eliminate or reduce risk

H Action necessary

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

I Date action to be taken by.

By whom.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

All staff that will be attending the visit will need to read the Risk Assessment and sign that they have done so and are aware of any potential risks identified regarding the visit.

Signature	Print Name	Date

K When completed please

- i) Obtain a signature from the Head Teacher
- ii) Retain one copy for yourself for follow up action and pass one to the School Office for the Risk Assessment File.

J Date of Assessment _____

 Assessor's signature _____

 Name (Block capitals) _____

 Position _____

 Head Teacher's signature _____

 Name (Block capitals _____

Please note it is essential to complete a Risk Assessment form for each trip irrespective of whether or not such a trip has taken place previously.