



**The Poplar Adolescent Unit
Therapeutic Education Department**

EDUCATIONAL VISITS POLICY

Approved by the Head Teacher:

September 2025

Review Date:

September 2027

Establishment type	<i>Pupil Referral Unit</i>
Name of establishment	<i>Poplar Adolescent Unit</i>
Who is employer	<i>ECC</i>
Responsibility for offsite visits (possibly EVC, or deputy head)	<i>Simon Turnnidge Executive Head</i> <i>EVC for POPLAR – Kathy Johns</i>
Date Trained	<i>KJ – 14/11/2022</i>
Policy agreed	<i>September 2025</i>
Signed off by	<i>Simon Turnnidge</i>
To be reviewed	<i>September 2027</i>
Other related policies and guidance	<i>EEC Education Visits Support Team – Statement Update: September 2017</i> <i>EEC Educational Visits: Guidance for off-site visits and related activities with National Guidance and Evolve 2017.</i> <i>‘OEAP - A Handbook for: Education Visits Coordinators; Visit Leaders; School Governors 2015’. ‘Outdoor Education Advisers Panel National Guidance’ (OEAPNG), www.oeapng.info and with DfE Health and Safety advice on legal duties and powers November 2018</i>
Other Paperwork Attached (appendix)	Signing-out sheet for individual risk assessment. Generic and Site/Person specific risk assessment. Risk benefit Assessment template <i>School Emergency Plan,</i> Extended Learning Locality (Local Area Visit) Signing-out sheet for ad-hoc activities in the school locality – Now use ‘Local Area Activity’ option on EVOLVE to record and audit all local visits EMERGENCY PROCEDURES ACTION PLAN

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1 Introduction

1.1 Management Committee has the responsibility of providing guidance for off-site school visits and it is essential that any staff member of Poplar Adolescent Unit reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.) see website link : www.oeapng.info/

The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) The 8 key points addressed in this document have been embedded in this policy

N.B. FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.

2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Poplar Adolescent Unit, we offer a range of educational visits and other activities that add to what they learn at school. This policy also informs of this school's commitment to provide inspirational and real-world educational experiences for all our young people regardless of their disability and to use these experiences to improve, in particular, their mental health.

3 Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork;
- Art and design – art gallery visits, use of the locality;
- PE – range of activities at leisure and scouting centres;
- SMSC – visits to centres of worship, visits by local clergy.

NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.

We are also guided by ten outcomes of high-quality outdoor learning:

1. **Enjoyment:** Young people (YP) enjoy participating in outdoor activities and adopt a positive attitude to challenge, learning and adventure.
2. **Confidence and character:** YP are developing personal confidence and character through taking on challenges and achieving success.
3. **Health and well-being:** YP are learning to appreciate the benefits of physical fitness and the lifelong value of participation in healthy leisure activities.
4. **Social and emotional awareness:** YP are developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and others.
5. **Environmental awareness:** YP are becoming alive to the natural environment and understand the importance of conservation and sustainable development.
6. **Activity skills:** YP are acquiring and developing a range of psychomotor skills in support of their participation in outdoor pursuits, recreation and exploration.
7. **Personal qualities:** YP are demonstrating increased initiative, self-reliance, responsibility, perseverance, tenacity and commitment.
8. **Skills for life:** YP are developing and extending their key skills of communication, problem solving, leadership and teamwork.
9. **Increased motivation and appetite for learning:** YP are displaying an increased motivation and appetite for learning that is contributing to raised levels of attainment and progress in other aspects of their development.
10. **Broadened horizons:** YP are broadening their horizons and becoming open to a wider range of employment opportunities and life chances, life choices and lifestyles.

From '*High quality outdoor learning*' published by the English Outdoor Council

- **Gaining approval for a trip**

4.1 Management Committee

As part of their responsibility for the general conduct for the school, the Management Committee has adopted this policy for the effective and safe management of educational visits. The members must approve any visit involving an Overnight stay or Overseas. The members delegate the Headteacher / EVC the responsibility to approve all other visits including local area visits.

The members of the Committee have adopted a charging and remissions policy. See www.oeapng.info (3.2c-Charges-for-off-site-activity)

4.2 The Headteacher or EVC:

4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented. DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 8)

4.2.3 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010

- 4.2.4 should ensure the suitability of all staff appointed to the visit.
- 4.2.5 should ensure that the visit leader fully understands his/her responsibilities.
- 4.2.6 should implement effective emergency contact arrangements.
- 4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- 4.2.8 should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process EVOLVE is used to log, audit, approve the following:

Residential	Yes and formal approval by EVC and Head
Adventurous	Yes and formal approval by EVC and Head
Day visits with transport	Yes and formal approval by EVC or Head
Local approved	Yes and verbal approval by EVC or Head

5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider. See Section www.oeapng.info/ 4.4f 4.4g and 4.4h- Note the need to check on insurance / Ts & Cs / LOtCQB etc. DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 3)

6 Parental Consent :

OEAP National Guidance Document www.oeapng.info (4.3d-Parental-Consent).

This guidance reflects the DfE guidance: [Health & Safety on Educational Visits](#) (Nov 2018 Section 2).

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) 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.

7 Visits and staffing

Complete Visit leader checklist: (www.oeapng.info 3.3e-Visit-Leader-Check-List)

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. (For Risk Assessment guidance see www.oeapng.info 4.3g Risk Management) See Generic and Site/Person specific risk assessment and Risk-benefit Assessment template.

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the

visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Visit Leader Training

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. An EES for Schools online learning module is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity. (See EVOLVE Homepage for more details) This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

8 The visit

8.1 On the day

- Immediately prior to the visit a green '*Signing-out sheet for individual risk assessment.*) is compiled by both ward and Education staff. This contains details of all the YP going and not going on the activity; specific individual risks; and specific control measures.
- This procedure is used for all local and ad hoc visits of small or full groups.
- Leave in the school office '*Signing-out sheet for individual risk assessment*' giving the final tally of young people and staff attending the visit.
- For whole day trips, the itinerary.
- Check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- Take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen, mobile phone and when required water.
- Copies of Emergency / Critical Incident cards given to all staff.

8.2 During the visit

The young people of Poplar have a range of difficulties and an individual assessment is made for the purposes of supervision and staffing ratio. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place.

There should be a system in place to safeguard young people at all times. (e.g. toileting issues require consideration on numbers and where to regroup.)

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

8.3 On return

8.3.1 Check all children off the coach and a member of staff must lead the young people back to the ward or to school.

9 Financing the visit

When stating the cost for each individual:

- Explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. Cheques may be made payable to Essex County Council.
- For visits incurring larger sums of money a formal approval from the Executive Headteacher / School Business Manager.

10 Insurance

Introduction

- Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.
- The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

Personal

- The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].
- In respect of pupils, schools have a legal duty to take care of the well-being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.
- There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

Indemnity

- See reference to parental consent.
- OEAP National Guidance Document www.oeapng.info 4.3d-Parental-Consent
- DfE Document : See EVOLVE – Resources – DfE Tab H&S Advice from DfE 2014

Insurance Provision

- Teachers should be aware of the school provision for insurance.
- Type of Insurance: PERSONAL ACCIDENT & TRAVEL (SCHOOL JOURNEYS) Insurers: American International Group UK Limited Policy Number: 0010626148 Appendix 3:

11 Transport

- See School Transport Policy.
- See guidance from OEAP NG www.oeapng.info.pdf (4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars).
- Individual Risk Assessment completed for our self-drive establishment minibus

12 Emergency / Critical Incident Procedures

See OEAP National Guidance document : <http://oeapng.info> 1a-Critical-Incident-Management-Employer

- All leaders must carry the school's 'Critical Incident form' (z Cards)– With Emergency Telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures. DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 6)
- In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the school must be contacted as soon as possible to inform the headteacher or designated deputy so that they can decide:
 - If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the visit leader will be designated to undertake this task.
 - However, if the incident is very serious (e.g. involves a disabling or life-threatening accident, or a fatality) then the Executive Head, Head of School or the home contact will inform the designated senior officer of the Trust and the school/ward will instigate its critical incident plan. Officers of the Local Authority are allocated to support the school with an immediate incident and any necessary follow up or inquiry.
 - In the event of a party being overdue and without contact by more than 1 hour, the school, or the home contact, must investigate the reason and may, where appropriate, need to involve the police.

13 Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations. Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

Training Requirements:

- Training courses are booked through the ECC PLD website: www.eescpdportal.org
- All EVC's should be formally trained with update training every 3 years.
- EVC's should provide Visit Leaders with **annual training** (formal or informal) briefings, updates, etc.
- Training and induction can be in-house led by EVC or by the County Educational Visits Officer.
- All CPD Visits Training should be logged on the staff 'profile' on EVOLVE.
- Approval and Notification: For Overseas/Adventurous/Residential ECC establishments must submit visits through the web-based notification system for notification or final approval.
- UK Residential and Adventurous Activity using an LOTC Quality Badged Provider can now be given approval by the ECV /Head/ without further submission to ECC.

Appendix 1 - Local Learning Area

See - <http://www.national-library.info/download.asp?fileid=1656>

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- must be recorded either using EVOLVE via the 'Local Area Visit' module, or on the individual RA 'signing out sheet).
- do not require parental consent though parents will be aware of their child's timetable on the web-site.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the locality are described below. This area includes the following frequently used venues: *e.g.*

- *Belchamps Outdoor Centre*
- *Fusion Leisure Centre Rochford*
- *Southend pier*
- *Southend library*
- *Southend planetarium/museum/art gallery*
- *Cliffs Pavilion*
- *Palace Theatre*
- *Leigh-on-Sea*
- *Hadleigh Castle*
- *Shoeburyness beach*
- *Fire Stations: Rochford; Hawkwell; Southend*
- *Southend Islamic Centre and Mosque*
- *Westcliff synagogue*
- *Canewden Church*
- *Prittlewell Priory*
- *Rossi's Ice cream*
- *Hanningfield Reservoir*
- *Hockley Woods*
- *Potash Garden Centre*
- *Rayleigh Windmill and Arts Centre*
- *Scott's of Southend Garden Centre*
- *Local Supermarkets e.g. Aldi, Lidl, Tesco, Sainsbury's, Asda, Coop, Waitrose, Iceland, Morrisons*
- *Local Market in town Square*

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Pupil absconding
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).
- Collecting sharp objects for self-harming.

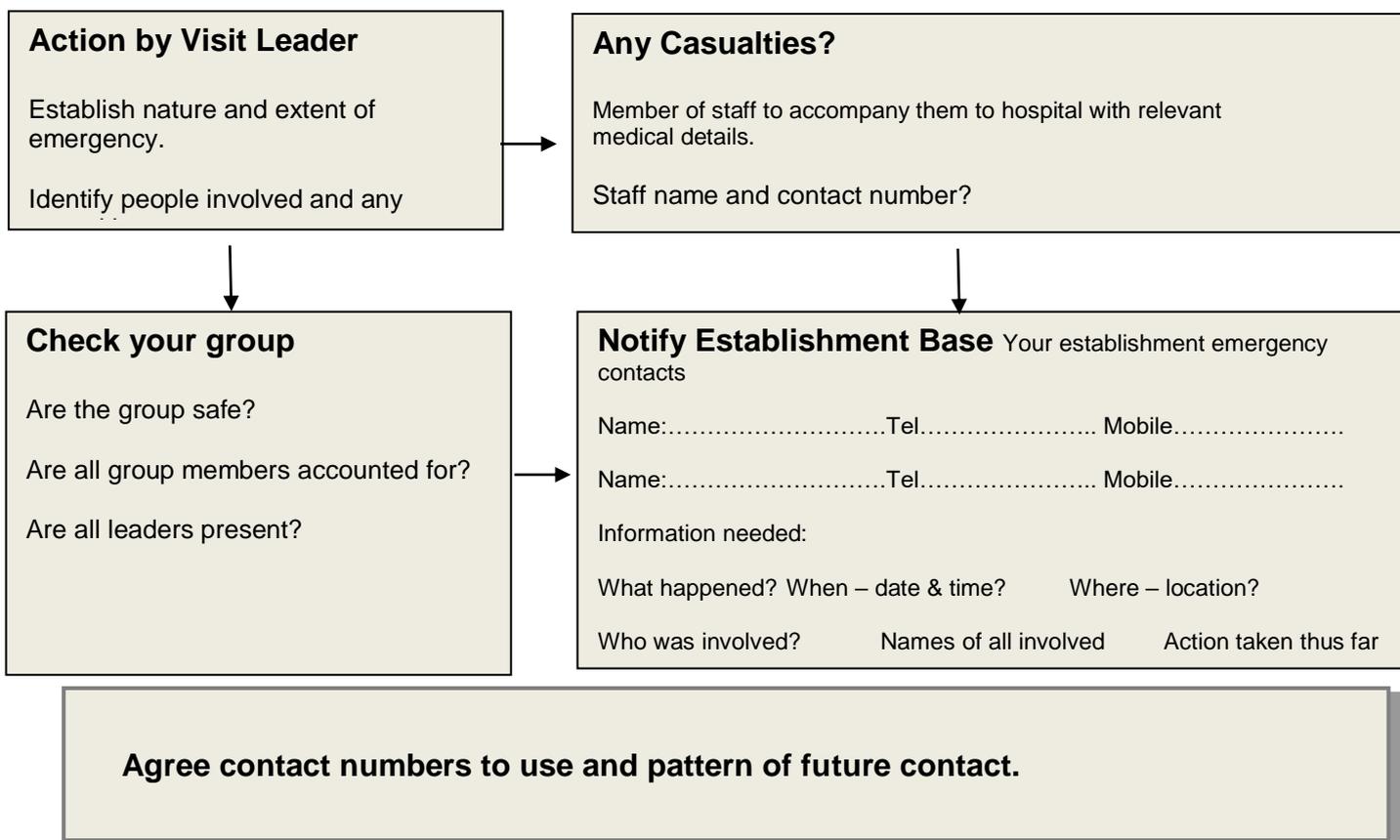
These are managed by a combination of the following:

- The Head/EVC must have knowledge of the visit before a group leave site.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- Regular handwashing or regular hand sanitising is in place
- Students are briefed on keeping their distance from members of the public
- The selected route takes the least busy option
- Use antibacterial wipes to clean any equipment before use
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is suspended during the pandemic.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, facemasks, equipment is taken when needed (e.g. gloves, facemasks, goggles, bag for waste, tissues etc.)

This will be recorded using the 'Local Area Activity' MINI- EVOLVE form on the Evolve system. The individual RA form (green form) is completed by the visit leader and copied onto the system, on return.

Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



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Action by Establishment

