

Fullwood Primary School

Educational Visits Policy



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Introduction

At Fullwood Primary School we value the huge benefits to be gained by taking our children on educational visits. We aim to use outdoor learning, off site visits and Learning Outside the Classroom, to enhance children's experiences and bring our learning to life as well as using these opportunities to build upon our children's cultural capital. We are therefore committed to ensuring that these opportunities are planned regularly throughout our termly learning journeys and build upon the excitement and enjoyment for learning we try to foster in our lessons inside the classroom.

At Fullwood, we aim to develop the whole child and understand the importance of social skills as well as wellbeing. Educational visits support our philosophy as we aim for the many benefits to pupils taking part in visits and learning outside the classroom to include:

- 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. ie. 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.

Purpose of Policy

On visits pupils gain first hand experience that can bring work alive, making it more accessible and memorable. Taking children off the school site obviously brings additional risks so it is vital that each visit is planned and prepared fully. The purpose of this policy is to set out clearly the procedures to be followed when organising a visit. Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Fullwood Primary School:

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Roles.

There are different roles that staff must be aware of regarding educational visits. They are outlined as follows:

Associate/Executive Head teacher

To ensure the proper management of all educational visits is in accordance with the school policy and LA guidelines. The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE

Educational Visits Co-ordinator (EVC)

The Educational Visits Coordinator (EVC) is *the Deputy Headteacher*, 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 on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE and uploads generic school documents including generic risk assessments.

Visit Leaders

To ensure that the educational visit is planned in accordance with the school's policy and clear aims are communicated to parents and entered onto EVOLVE. They are the designated teacher in charge during the visit and responsible for all adults and children who are off-site. Visit leaders are responsible for the planning of their visits, and for entering the details on EVOLVE. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Governing Body

The Governing Body's role is that of a 'critical friend'. Governors should provide support and challenge to ensure that:

1. An emergency plan exists.
2. It is up to date and effective.
3. Any training needed to support the plan is provided.
4. The plan complies with any requirements from an Employer (e.g. the Local Authority where this is relevant. Individual governors may request 'read-only' access to EVOLVE)

The Local Authority

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

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 apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher and the EVC 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.
- Ensure that staff are accountable, confident and competent to lead the specific visits or activities for which they are approved.

The EVC has the right to appoint an alternative leader if the planned leader is assessed as being incompetent to lead a visit.

Types of Educational Visits

There are two types of visit:

1. **Routine visits** in the 'Extended learning locality' (See Appendix 1).
2. **Trips that need a risk assessment and extra planning** - this could be due to the distance from school, the type of activity, the location, needing staff with specialist skills

Educational Visits Checklist and EV planning Map

Fullwood Primary School's Educational Visits Checklist (appendix 5) and Event Specific Planning Map (appendix 7) forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. Fullwood Primary School's Educational Visits Checklist may be downloaded from EVOLVE Resources.

The checklist can be used as a tool or aide-memoire to assist the visit leader in the planning process; however, alternative approaches to considering the relevant issues are equally as valid.

Visit Leaders will complete an Event Specific Planning Map (for every visit) to plan with the entire visit team learning aims for the trip alongside further details using the 'STAGED' approach.

- **Staffing**
- **Transport**
- **Activities**
- **Groups**
- **Environment**
- **Distance from school**

This map must be completed by the entire visit team before seeking initial permission from the EVC

Approval

- 1) Local visits follow the 'Extended Learning Locality' policy as outlined in appendix 1. Permission must still be sought from the EVC or Associate/Executive Headteacher.
- 2) Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 7 days in advance, and then forwarded to the Head for approval.
- 3) Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are entered onto evolve and first submitted to the EVC for checking then submitted by the Head to the LA for approval.

All records of all school visits with the exception of Visits to the locality must be entered onto EVOLVE.

Managing Risks

As part of the risk management for any visit a risk assessment should be carried out. Risk assessment is nothing more than a careful examination of what could cause harm to people together with the identification of control measures in order to reduce the risks to an acceptable level.

There are three levels of risk assessment that need to be considered for all visits

1. Generic
2. Event Specific
3. On-going

1. Generic

These include guidance that remains constant regardless of the nature of the visit and those who attend. The visit leader must share the information indicated on the generic risk assessments with all adults and pupils who are involved with the visit as appropriate and answer all queries that may arise and must upload the appropriate form/forms onto EVOLVE. Generic risk assessments are completed for most visits that take place at Fullwood and are contained in the educational visits file. The EVC co-ordinator will assess and construct any new generic risk assessments as the need arises.

2. Event Specific Notes

These risk assessments consider any significant hazards or risks relating to a visit not covered through the Generic assessment, taking into account the activities, the group of children, transport and PLAN B. Significant implies those hazards that could result in serious harm to any person on the visit. The event specific notes must be completed by the visit leader and recorded on the ESN form (**appendix 2**). Once completed it must be uploaded onto EVOLVE before the visit takes place.

3. On-going and Dynamic

When on a visit, risks should be monitored throughout and where appropriate activities should be modified or curtailed to suit changed or changing circumstances. On-going risk assessments should be recorded on the Educational Visits Evaluation Form on EVOLVE after the visit.

Preliminary visits and risk assessment.

In the majority of cases the group leader and class teachers should make a preliminary visit. This is to determine the programme of activities for the day and also to enable staff

to become familiar with the site, the location of toilets, places for lunch etc. It is also essential that the preliminary visit is used to carry out an on-site risk assessment.

Staffing Ratios and Supervision

Appropriate supervision must take place at all times during visits. Fullwood Primary school decides on the staffing ratios after carefully assessing risks for the entire trip and use the S.A.G.E approach to assess.

S - Can these STAFF

A - doing this ACTIVITY

G - manage this GROUP

E - in this ENVIRONMENT?

Professional judgement must be used when deciding the appropriate level and suitability of staffing for the visit and the ratios must be approved by the EVC.

Parental Consent

Fullwood Primary School obtains written permission at the start of each child's school career for all children to participate in visits to the locality (see appendix 1).

Specific one-off parental consent must be obtained for all other visits via letter home with a consent response. Information to parents needs to include the educational aims of the trip, the venue to be visited, full details of all activities to be undertaken together with supervision arrangements so that consent may be given on a fully-informed basis. A sample of a letter that must be uploaded to EVOLVE along with the other necessary paperwork. Written permission must be obtained from all parents prior to the visit, including information regarding specific medical needs and contact telephone number(s) if the visit is to take place out of school hours.

Cost of the visit.

The visit must be funded by parental contributions but no one will be excluded for not being able to pay the full cost of the trip. In these situations, a contribution towards the trip will be asked for. If insufficient funds are raised to pay for the trip (i.e. the trip does not break even) it may have to be cancelled. When money is brought into school for the trip, the envelopes with the money must be sent to the office and office staff will check and record all monies collected.

Medical Precautions/First Aid

A basic medical kit will be provided by the office and a designated member of staff should ensure that it is taken along on the trip. The group leader must make all adults aware of who is carrying the first aid bag.

All adults accompanying the trip should be informed about children who are on or liable to need medication. This is particularly important in the case of children who suffer from asthma, epilepsy, diabetes or children who have a serious allergy and may need to carry an EpiPen. Children who use or have medication in school such as inhalers should the medication with them on the trip and give it to their group leaders until/if they need it.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 3). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Reporting Of Accidents.

If an accident happens at a non LEA site or premises which has an established accident reporting system (e.g. field study centre or swimming pool) this system has to be followed and the responsible person on the site has to notify the LEA. The Group Leader must ensure this is done.

A copy of the accident report form should be given to the Head teacher on return to school. In all cases, the LEA's accident report form should be completed on return to school.

Parent Volunteers.

It is vital when arranging parent volunteers to give them as much notice as possible. It may be worthwhile stressing the importance of the commitment being made.

Parents should be briefed on the morning of the visit by a member of ULT who will read through the expectation of accompanying adults on trips ensuring that they have understood the School 'Non-Negotiables' – **appendix 6**. They should be given a copy of the non-negotiables, group lists, risk assessments and Itinerary and these should all be read through at the briefing. Parent helpers must be informed prior to the visit about how misbehaviour will be dealt with.

Insurance

All educational visits are covered with an insurance policy that covers accidents, injury, loss and damage to property every time children and staff leave the school site. The policy also covers parent helpers and teaching assistants who may accompany the visits.

This cover will only be valid if risk assessments have been completed and approved by the EVC.

Transport

For coach travel, a reputable company must be used. The office arranges all coach travel. The maximum seat capacity of the vehicle must not be exceeded. All seats must have seat belts.

For public transport within the Greater London area, the visit leader should contact 'Transport for London' to book tickets and to get advice. In addition to this advice, children must remain seated where possible and must stay within sight of their group leader.

Where private (staff or parent) cars are to be used to transport children this should be approved by the headteacher and the relevant form must be completed (**appendix 4**) and should be retained on record by the office manager. Parental permission for those travelling must also be obtained.

It is important to note that staff may only transport pupils in their own cars if they have insurance which includes 'business use'.

Preparing pupils

Pupils must understand what standard of behaviour is expected of them. Lack of control and discipline can be a major cause of accidents.

Pupils must be told about

- Potential dangers and how they should act to ensure their own safety
- The purpose of the visit and any activities they are expected to complete
- Who is responsible for the group
- What to do if they are separated for the group

Parent helpers and pupils must be informed prior to the visit about how misbehaviour will be dealt with.

Communication

The group leader must have the use of a mobile phone to keep in contact with the school, together with money/ a card for a pay phone in case there is no signal available.

The group leader **must** carry the visit leader emergency card with them at all times (**appendix 3**).

The office should have a list of all pupils involved in the visit together with a list of all telephone numbers. The group leader must carry contact telephone numbers for all pupils if the visit is out of school hours and should provide the head or one of the deputies with a copy if the visit continues after 5pm. If the visit will not return to school on time, the group leaders must contact the school as soon as possible who in turn can inform parents.

Residential visits

The visit leader for this kind of trip must consider the following:

- The leader must be aware of the sleeping capacity for all rooms to be used.
- There must be both male and female teachers for mixed groups
- There must be separate male and female sleeping and bathroom facilities for pupils and adults
- The immediate accommodation area must be exclusively for the group's use.
- There must be appropriate safe heating and ventilation
- The whole group must be aware of fire precautions, its regulations and routines
- There must be security arrangements that stop unauthorised visitors
- All staff at the site must have been checked as suitable to work with young people.
- Doors should be able to lock, but appropriate access should be available to teachers.
- There should be adequate space for storing clothing, luggage, equipment, and for the safekeeping of valuables
- There should be adequate lighting
- There should be provision for those pupils with SEN and those who may fall sick
- The fire alarm must be audible throughout the accommodation area.
- There should be recreational accommodation and facilities for the group
- There should be at least two supervisors on duty during the night

During the visit staff should be given the 'down time' periods where they will not be expected to directly supervise the pupils. During this time staff are allowed to leave the

site and/or drink alcohol. During these periods of 'down time' other members of staff should be responsible for the supervision of the group.

All residential visits will need to be approved by the LEA. The EVC will ensure that the relevant forms are completed and sent to the LEA to gain approval.

No trip can go ahead without the approval of the LEA.

Inclusion

All children, regardless of race, age, gender, religion, sex or disability will have equal access to participating on all trips.

Children with SEND including EBD, will have plans made up to ensure their safety on the trip day.

Appendix 1 – Extended Learning Locality (held on file - Request if needed)

Appendix 2 – Event Specific Notes Form (ESN) (held on file - Request if needed)

Appendix 3 – Emergency Procedures and Emergency cards (visit leader & home contacts) (held on file - Request if needed)

Appendix 4 – Private Card form (staff cars) (held on file - Request if needed)

Appendix 5 – Fullwood Primary School's Educational Visits Checklist (held on file - Request if needed)

Appendix 6 – Parent Volunteer Non-Negotiables (held on file - to be given to parents before trip)

Appendix 7 - Event Specific Plan form (ESP) (held on file - Request if needed)

Compiled by Rachel Bateman (EVC)

Next Review Date: September 2022

