



Beormund Primary School

Educational Visits Policy



Introduction

We believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes *Beormund Primary School* a supportive and effective learning environment. The benefits to children 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 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. Children are active participant's 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 children 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.

Application

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, *Beormund 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.

Types of Visit & Approval

There are three 'types' of visit:

- 1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
- 2. Other non-residential visits within the UK that do not involve an adventurous activity e.g. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These follow 2 above, but the Head then submits the visit to the LA for approval.

Organisation

Visits and journeys are usually planned well in advance. Occasionally an opportunity is offered to the school at short notice. The member of staff in charge (group leader) thoroughly researches the visit beforehand. When this is not possible they try to get information from a teacher who has already visited. Planning is especially important if an overnight, or adventurous activity trip is planned. A risk assessment must be carried out.

The teacher considers carefully the means and times of transport. The special educational needs of our pupils are taken into account and we make every effort not to expose them to temptations or frustrations with which they cannot cope. This requires careful judgement and planning. All other adults going on the visits are consulted in the planning process. If staff of the host place are required to work with the children we inform them of the nature of the children's difficulties while assuring them of adequate supervision from school staff. We make sure to give other staff adequate notice of the visit including the office staff who will have to order fewer school dinners or make other adjustments to usual routines.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or Deputy Head (EVC) prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

The Educational Visits Coordinator's (EVCs) are Allison Holness and Julia Padmore, 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, etc.

The Head Teacher has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'.

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 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.

It is not uncommon for children to make safeguarding disclosures on residential school trips. All staff are responsible for following the schools' Safeguarding Policy and Visit Leaders should have telephone access to the Designated Safeguarding Lead (or a Deputy) throughout the activity (if they are not themselves DSL trained).

Emergency procedures

By their nature, emergencies are usually unexpected. Careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- agree an emergency action plan, which includes 24 hour (i.e. constant cover) contact points at the school/LEA and clear roles for the group leader, school/LEA contact, head teacher – e.g. managing media interest, supporting parents of an injured pupil, transport arrangements etc.;
- ensure that all staff members of the group know what action to take if there is a problem;
- hold evening briefings with supervisors to discuss issues for next day;
- spend time early the next morning explaining arrangements to the pupils;
- have, or ensure that other adults in the group have up-to date competence in first aid and other lifesaving competence as necessary for the activities;
- ensure that the First Aid kit is properly stocked and accessible;
- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them;
- recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep, too much sun.
- practice emergency drills e.g. evacuation of mini-bus;

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. All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

Emergency Plan

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.

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.

Educational Visits Checklist

Beormund Primary School's Educational Visits Checklist (see Appendix 2) forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. 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'.

Ongoing Risk Assessment

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

Staff accompanying trips must ensure that all communication with parents/carers is only made via school mobiles or email addresses.

The group leader and other adults with responsibility prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site-specific risk assessments.

Briefings will take place each night to debrief and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

On the first day of a pupil's admission the parent/carer is advised of the routine school trips like visits to libraries, churches, museums, swimming etc. and is asked to sign a form giving general approval for such trips. In these cases, no further consent is needed.

However, where all-day or residential trips are planned the teacher in charge informs parents and gets their consent. Parental consent needs to detail dietary needs and allergies.

Parents/carers are given full information about what is involved in the trip and the purpose of the trip:

- times of departure and return;
- educational purpose;
- amount of pocket money;
- cost of suggested donation;
- what staff are involved;
- contact phone numbers;
- extra insurance cover if necessary.

Any money collected will be given to the school office.

The School Mini-Bus

The school mini-bus is used for many of our educational trips. The mini-bus is kept in good working order. It gets an annual service. Before any trip the driver checks that the mini-bus is in good working order and reports any defects to the Head and Premises Manager who has responsibility for its maintenance.

There are seat belts in the mini-bus and children are expected to wear them. There are a set of rules relating to the mini-bus which they are expected to keep

Travel

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that pupils wear them;
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly;
- pupils are supervised when boarding and leaving;
- standards of behaviour are met, and in particular that drivers are not distracted;
- smoking/alcohol bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- Head counts are carried out when the group is getting off and onto transport.

Appendix 1 – School Learning Area

General

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

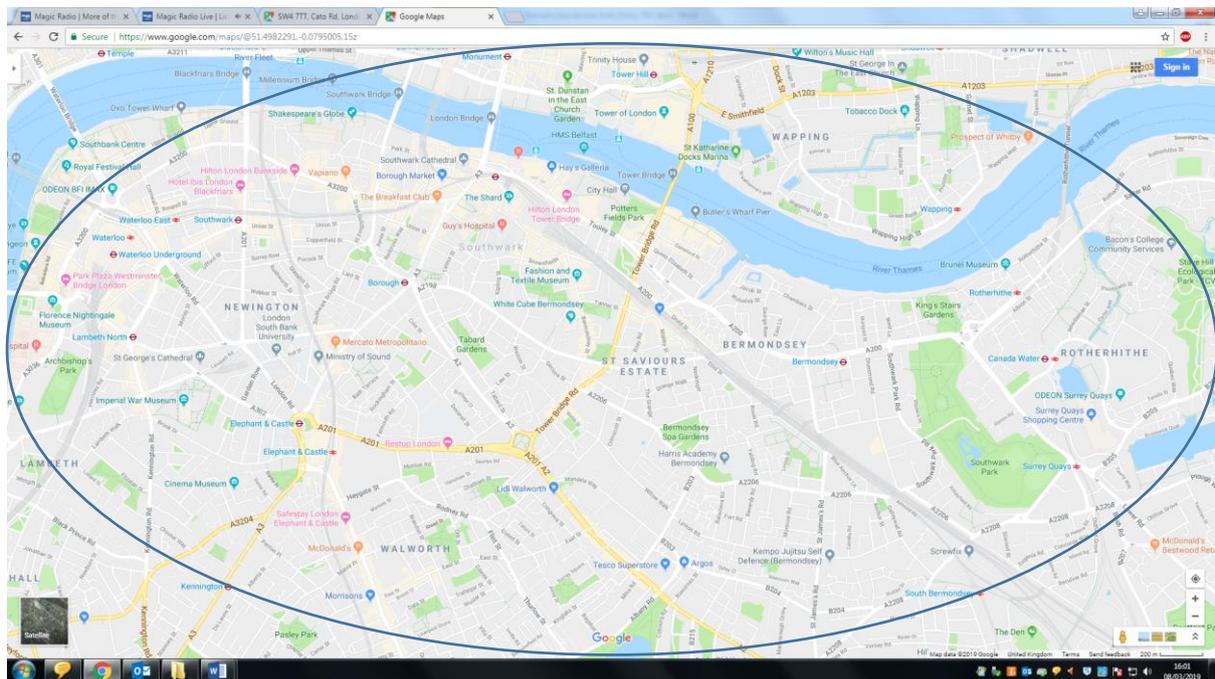
These visits/activities:

- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular, e.g. swimming lessons
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area are set within a 2 mile radius of the school (walking), shown on the map below. This area includes, but is not limited to the following frequently used venues: e.g.

- *Tabard Gardens*
- *Borough Market*
- *Southwark Park*
- *Surrey Quays Leisure Park*



Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

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

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves.
- 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 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- 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 complete the schools' trip form which is kept at the front of school. This is a list of pupils/staff, event and time/duration of trip. This form is approved by a member of SLT.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

Appendix 2 – Educational Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit:

- | | | | |
|-----|--|--------------------------|--------------------------|
| 1. | Have the intended outcomes of the visit been clearly identified? | <input type="checkbox"/> | |
| | | yes | |
| 2. | Is the visit appropriate to the age, ability and aptitude of the group? | <input type="checkbox"/> | |
| | | yes | |
| 3. | Has there been suitable progression/preparation for participants prior to the visit? | <input type="checkbox"/> | |
| | | yes | |
| 4. | Does the visit comply with any guidelines specific to the school? | <input type="checkbox"/> | |
| | | yes | |
| 5. | Does the visit comply with any specific LA guidelines? | <input type="checkbox"/> | |
| | | yes | |
| 6. | If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 7. | If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 8. | Are transport arrangements suitable and satisfactory? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 9. | If residential, have appropriate measures been taken to ensure the suitability of accommodation? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 10. | If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 11. | Has a pre-visit taken place? (normal procedure for most visits within the UK).
If not, have appropriate additional checks been made? | <input type="checkbox"/> | |
| | | yes | |
| 12. | Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). | <input type="checkbox"/> | |
| | | yes | |
| 13. | Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 14. | Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? | <input type="checkbox"/> | |
| | | yes | |
| 15. | Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? | <input type="checkbox"/> | |
| | | yes | |
| 16. | Are all support staff aware of and comfortable with their roles? | <input type="checkbox"/> | |
| | | yes | |
| 17. | Are all helpers aware of and comfortable with their roles? | <input type="checkbox"/> | |
| | | yes | |
| 18. | If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? | <input type="checkbox"/> | |
| | | yes | |
| 19. | Is insurance cover adequate? | <input type="checkbox"/> | |
| | | yes | |

- | | | | |
|-----|--|---------------------------------|---------------------------------|
| 20. | Does at least one member of staff know the participants that are being taken away, including any behavioural traits? | <input type="checkbox"/>
yes | |
| 21. | Have participants been advised in advance about expectations for their behaviour?
If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff? | <input type="checkbox"/>
yes | |
| 22. | Are participants aware of the nature and purpose of the visit? | <input type="checkbox"/>
yes | |
| 23. | Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? | <input type="checkbox"/>
yes | |
| 24. | Have all relevant details been issued? (e.g. itinerary, kit lists, etc?) | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 25. | Are staff aware of any medical needs and/or other relevant details of participants? | <input type="checkbox"/>
yes | |
| 26. | Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 27. | Are staff aware of any relevant medical conditions of other staff/helpers within the group? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 28. | Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? | <input type="checkbox"/>
yes | |
| 29. | Is a first aid kit (appropriate to the visit) available? | <input type="checkbox"/>
yes | |
| 30. | Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc? e.g. 'Plan B', and have these plans been risk assessed and parental consent been obtained? | <input type="checkbox"/>
yes | |
| 31. | For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 32. | Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)? | <input type="checkbox"/>
yes | |
| 33. | Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? | <input type="checkbox"/>
yes | |
| 34. | Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 35. | If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 36. | A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 37. | Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 38. | Does any specialist equipment conform to the standards recommended by responsible agencies? | <input type="checkbox"/>
yes | <input type="checkbox"/>
n/a |
| 39. | Have all financial matters been dealt with appropriately? | <input type="checkbox"/>
yes | |
| 40. | Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? | <input type="checkbox"/>
yes | |

41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA ? yes n/a

During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours? yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)? yes
44. Do staff have sufficient funds to allow for any contingencies? yes n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc? yes n/a
46. Do staff have other items, e.g. first aid kit, + sick bags, litter sack, etc., if needed? yes
47. Are participant numbers being checked at appropriate times? yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? yes n/a
49. Are participants aware of the procedure in areas where there is traffic? (e.g. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc) yes n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively? yes n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet? yes n/a
52. Do participants know what action they should take if they become separated from the group? yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants? yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator? yes n/a
56. Has the group been debriefed and any relevant follow-up work completed? yes n/a
57. Have all loose ends been tied up, e.g. paperwork, finance, thank you letters, etc? yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits? yes

59. Have all staff and helpers involved in the visit been thanked for their input?

yes