

GOODYERS END PRIMARY SCHOOL

Educational Visits Policy and Procedures

Adopted by the Governing Body:

Signed:

Chair of Governors

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Headteacher

Date: Spring 2019

Date of next review: Spring 2022

Based on Exemplar Policy 2019 Warwickshire EVOLVE

Establishment type	Primary School
Name of establishment	Goodyers End Primary School
Who is employer	Warwickshire County Council
Responsibility for offsite visits (possibly EVC, or deputy head)	Kay Hanger EVC
Date Trained	September 2017
Policy agreed	Spring 2019
Signed off by	Governing Board (Chair of Governors)
To be reviewed	Spring 2022
Other Policies Related	<ul style="list-style-type: none"> • Child Protection & Safeguarding • Inclusion, charging & remissions, health and safety • DfE H&S advice on legal duties & powers December 2012
Other Paperwork Attached (appendix)	<ul style="list-style-type: none"> • Risk Assessment Template • Emergency Procedures Action Plan • Visit Leader Check List

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1 Introduction

1.1 The Employer/Governing Board has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Goodyers End School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- Read *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 / Headteacher / EVC / Visit Leader / etc.) see website link : www.oeapng.info/
- The remaining parts should be referred to as and when guidance is sought.

NB: 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 Goodyers End school, we offer a range of educational visits and other activities that add to what they learn at school.

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 LEA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – work with local secondary schools;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

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

3.3 Parents annually complete a 'small visits' consent form that enables us to take children on local area visits (i.e. to the local park, St. Giles Church). In addition we will risk assess and seek approval for local visits via Evolve as we do with any other Educational Visit.

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Gaining approval for a trip

4.1 Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an Overnight stay or Overseas. The Governors delegate the Headteacher/EVC the responsibility to approve all other visits.

The Governors have adopted a charging and remissions policy: www.oeapng.info 3.2c-Charges-for-off-site-activity final

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.
- 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:

Overseas	yes and formal approval by Headteacher
Residential	yes and formal approval by Headteacher
Adventurous	yes and formal approval by Local Authority
Local approved	yes and formal approval by EVC

5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider (www.oeapng.info - 4.4h-Preliminary-visits-and-provider-assurances)

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOTC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark etc.)

6 Parental Consent

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

This guidance reflects the DfE guidance with particular note when consent is NOT required:

Parental consent to off-site activities - 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.

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7 Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

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

8 The Visit

8.1 On the Day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- 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 and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.

8.2 During the Visit

Young Children must be kept in escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place (e.g. Year 11 working in groups of 4 minimum – responsibility to support each-other may be suitable and sufficient for a delimited area in a town centre).

There should be a system in place to safeguard young people at all times. (e.g. if toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.

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 class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

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

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when and how you would like to receive payment. Cheques may be made payable to Goodyers End, SIMS Agora or cash.

Some visits may incur vast amounts of money (example ski trip for 80 students £90,000)

A formal approval from the Headteacher must be sought before deposits paid.

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

Please 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.
Further Information regarding the schools insurance policy is available on request from the School Business Manager.

11 Transport

See guidance from OEAP NG -
www.oeapng.info.pdf 4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars

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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.

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 Headteacher and the employer's advisory team.

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Risk Assessment Form

		LIKELIHOOD				
		VERY UNLIKELY	UNLIKELY	LIKELY	HIGH LIKELY	ALMOST CERTAIN
SEVERITY	NEGLIGIBLE	LOW	LOW	LOW	LOW	LOW
	MINOR	LOW	LOW	LOW	MEDIUM	MEDIUM
	SERIOUS	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
	SEVERE	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	VERY SEVERE	MEDIUM	MEDIUM	HIGH	HIGH	HIGH

Risk Assessment for Educational Visit	
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Service		Team / Section	
Assessment Date		Review Date	Reference Number

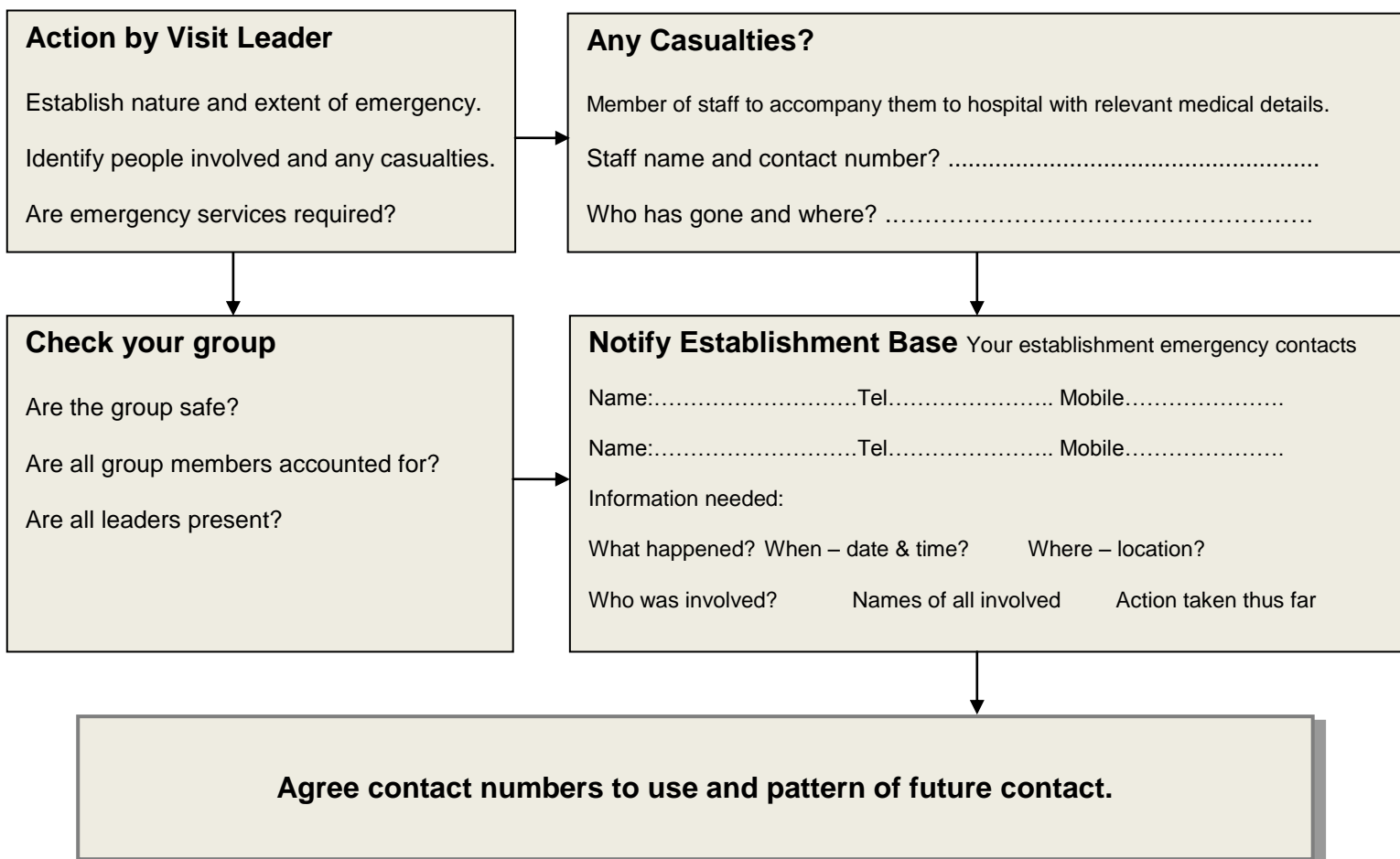
What are the hazards	Who might be harmed and how?	What existing control measures are in place to reduce / prevent the risk?	Considering existing controls, what is the current risk level	Further Action to be taken to control the risk?	Assigned to	Completed by whom & when
		•				
		•				
		•				

Name of Assessor		Signature
Name of Manager responsible for Educational Visit		Signature

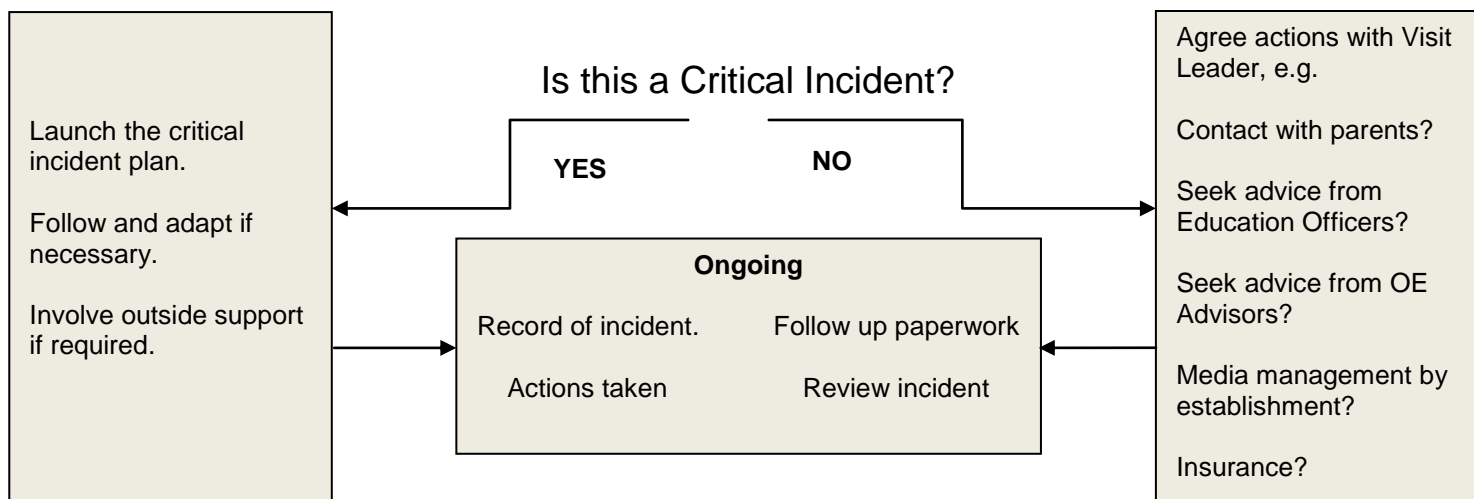
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EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment



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National
Guidance

oeapng.info

Educational Visit Coordinator (EVC) Check List

General

For each of the following bullet points, further clarification on good practice can be found elsewhere in this guidance.

- I have attended OEAP approved EVC training and remain currently competent, and I have access to advice such as from an accredited outdoor education adviser.
- I have an understanding of how visits/outdoor learning can support a wide range of outcomes for children and young people.
- My establishment has a policy for visits/outdoor learning, which I understand, and it adopts OEAP National Guidance.
- Visits/Outdoor Learning are an integral part of the work of the establishment and are evaluated and good practice shared.
- I support/oversee planning so that activity is well-managed, engaging, relevant, enjoyable and memorable.
- Procedure and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions.
- Leader induction and training needs are identified and I support leader development, sampling activity to identify any further training needs.
- Visits/outdoor Learning are regularly considered at Senior Leadership level and by Governors/Trustees and I provide information about the range of activity and its contribution to school/establishment effectiveness.
- There is an establishment emergency response procedure, appropriate to the nature of activity undertaken, which is periodically tested.
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Notification and approval procedures are followed correctly and within agreed timescales.

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Visit/Activity Specific

- Preliminary visits have taken place if required.
- Any third party providers have been appropriately selected.
- Parental consent, where required, is in place.
- Parents have been provided with appropriate information.
- There are clear learning/development aims, which contribute to the wider aims/ethos of the establishment. An evaluation process is in place.
- The leadership team are sufficiently confident and competent for this activity with this group.
- The Visit Leader is responsible for, and has ownership of, the visit plan including risk-benefit management.
- Where appropriate, all leaders and participants have been involved in the planning process.
- There are sufficient leaders to ensure effective supervision and to deal with incidents and emergencies.
- Everyone is aware of their roles and responsibilities.
- Medical, first aid, inclusion and safeguarding issues have all been addressed.
- Any travel, transport, and residential arrangements are appropriate.
- There is a 'Plan B'/alternative options if needed.
- Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the activity.
- The Visit Leader has sufficient funds and an effective means of communication in case of an emergency.
- Suitable insurance is in place.

Finally

- All relevant requirements of the employer and establishment policy/procedure have been met.
- The Visit Leadership Team and Activities are appropriate for this Group – it's age, competence and the needs of the young people – in this setting/Environment (SAGE).
- This Visit is well prepared and ready for approval.



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