

Hope Trust Friendship Compassion Thankfulness
St Osyth Church of England Primary School

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Believe Succeed & Grow

Educational Visits Policy

Establishment type	Church of England, Foundation, Primary School
Name of establishment	St Osyth C/E Primary School
Who is employer	St Osyth C/E Primary School
Responsibility for offsite visits (possibly EVC, or deputy head)	Headteacher
Date Trained	17/10/13
Policy agreed	February 2016
Signed off by	IEB February 2016
To be reviewed	February 2020
Other Policies Related	Child protection Learning and Teaching PSHCE Charging and Remissions policy DfE H&S advice on legal duties & powers December 2012
Other Paperwork Attached (appendix)	Evolve Guidance For teachers Visit Leader Checklist Risk Assessment Template Risk Benefit Assessment Template

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1 Introduction

1.1 This policy should be read in conjunction with our vision and other policies including for learning and teaching. In our school we are committed to providing our pupils with the highest possible standard of education and school visits play an integral part of this and are part of our curriculum enrichment.

1.2 The Governing Body/IEB has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of our 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 / Head / 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 We believe “Pupils can derive a good deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil’s investigative skills and longer visits in particular encourage greater independence.” (Health and Safety of Pupils on Educational Visits, DFES, 1998).

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 St. Osyth Church of England Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

2.3 Our aims are:

- To provide opportunities for pupils not available in the classroom.
- To use school visits to help develop the investigative skills of pupils.
- To encourage greater independence of pupils.
- To enable the curriculum to be delivered in the best possible way.
- To provide opportunities for parents and pupils to work together.

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;
- 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.

3.3 Each class will be given the opportunity to have at least one school visit or visitor each term, ideally each topic (half term). Children in year 6 will have, in the autumn term, a residential visit.

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

- **Gaining approval for a trip**

4.1 **Governors/IEB**

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

The Governors/IEB must approve any visit involving an Overnight stay or Overseas. The Governors/IEB delegate the Headteacher / EVC the responsibility to approve all other visits. The Governors/IEB have adopted a charging and remissions policy and this is available on request.

4.2 **The Headteacher is our EVC and:**

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 see SEN and Disability Act 2001 and 'Reasonable adjustments for disabled pupils', Equality and Human Rights Commission.

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.

5 Choosing a provider

After considering the reasons for the visit, the visit leader will check out the suitability of the provider. See Appendix A for guidance, or the link below:

www.oeapng.info/wp-content/uploads/downloads/2012/04/4.4h-Preliminary-visits-and-provider-assurances-1.pdf

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

6 Parental Consent :

We are not required to obtain written consent from parents for pupils to take part in off-site activities that take place during school hours.

When children join the school parents sign a general consent form for local curriculum visits. We will always inform parents of local curriculum visits.

For residential and overseas trips we will always seek the consent of parents.

See OEAP National Guidance Document, appendix B or:

www.oeapng.info/wp-content/uploads/downloads/2012/04/4.3d-Parental-Consent-1.pdf

7 Visits and staffing

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.

All staff who lead visits, visit leaders, are responsible for ensuring the action on our check list for all off site activities has been completed and checked by our EVC (Headteacher).

For Complete Visit leader checklist:

www.oeapng.info/wp-content/uploads/downloads/2013/03/3.3e-Visit-Leader-Check-List-final-010313.pdf

8 The visit

8.1 Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them

8.2 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, school mobile phone, sick bucket, inhalers and other medication e.g. epipen.
- Copies of Emergency / Critical Incident cards given to all leaders.

8.4 During the visit

Children must be kept in escort's group at all times, if one urgently requires the toilets, then must be accompanied by other children. If a male escort is not available for the toilets then escort must check out male toilets **BUT CHILDREN MUST NEVER BE SENT INTO PUBLIC CONVENIENCES ON THEIR OWN.**

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.

8.5 On return

8.5.1 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.

8.5.2 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 we:

- Explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit.
- Take into account the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a curriculum based trip if parents do not make a voluntary contribution.
- Stress, however, that if sufficient financial support is not forthcoming then the visit may have to be cancelled.
- State when and how we would like to receive payment including to whom cheques may be made payable to.

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

The written consent of parents by the school should always be obtained for the participation of pupils in any activity out of school or outside the planned curriculum. Schools should have appropriate forms available for this purpose.

Insurance Provision

Teachers should be aware of the school provision for insurance. If school staff drive children in a private car then they must:

- Have had ownership, current MOT and insurance details checked and recorded by office staff.
- Have had arranged their own, fully comprehensive, business car insurance.
- Have another approved adult in the car and with them at all times.

See: Copy schedule of School Insurance for off-site visits available from the office manager on request.

11 Transport

See School Transport Policy –

Also see guidance from OEAP NG -

www.oeapng.info/wp-content/uploads/downloads/2011/04/4.5a-Transport-A-general-considerations.pdf

www.oeapng.info/wp-content/uploads/downloads/2012/04/4.5c-Transport-in-private-cars-1.pdf

12 Emergency / Critical Incident Procedures

See OEAP National Guidance document :

<http://www.oeapng.info/wp-content/uploads/downloads/2012/04/4-1a-Critical-Incident-Management-Employer-final.pdf>

- All leaders must carry the school's 'Critical Incident form' – 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 Head/Manager and the employer's advisory team.

Preliminary Visits and Provider Assurances

When planning an off site visit, you should thoroughly research the suitability of the venue and check that facilities and third party provision will meet your group's expectations. Such information gathering is essential in assessing how you will be able to supervise the young people effectively. It is a vital dimension of risk benefit management.

Researching the Venue: Provider Assurance Schemes

Where a preliminary visit is not reasonably practicable, you should consider how you will gather sufficient information to make an adequate assessment of the risk benefit management issues. One way to do this is to take advantage of the nationally accredited provider assurance schemes that are now available. This will also reduce your workload and streamline bureaucracy.

Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety).
- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme only covers the safety of certain activities).
- Adventuremark (only covers safety).
- NGB centre approval schemes (applicable where the only provision is a single, specialist activity).

If the provider holds such an accreditation, there should be no need to seek further assurances about the areas that it covers. However, you should still check whether the provider's ethos matches your expectations, and whether its provision meets the needs of your group, including those of individuals with particular needs. You should also clarify expectations about issues such as supervision and 'down time'.

Researching the Venue: Preliminary Visit

While the wide availability of web sites, ease of communication through electronic mailing and establishment of the LOtC Quality Badge scheme all have an important part to play in information gathering, there can be no substitute for a preliminary visit. This will back up research and enable you to clarify issues face to face. So, wherever reasonably practicable, it is good practice to carry out a preliminary visit. The cost of this can be built into the pricing structure of the visit.

Preliminary visits enable the Visit Leader to address the following questions:

- Will the venue be suitable to meet the planned aims and objectives of the visit?
- What will be your options if the conditions of daylight, water level, temperature and weather, or under-foot conditions, differ significantly from the pre visit?
- Do you have sufficient knowledge and understanding of the venue and activities to feel confident when visit planning?
- Is there sufficient familiarity with the venue to enable risk-benefit management issues to be addressed?
- Will the venue be able to cater for the full range of group needs, including any special needs?
- Will the group need any specialist equipment?
- Are there any staff training needs?
- Will young people need to be prepared or trained?

In addition, if using a provider:

- Is there a clear understanding with any provider about responsibility for supervision and duty of care?
- What are the respective roles of provider staff and your staff?
- What are the expectations for supervision and 'down time'?
- What are the values and ethos of the provider?
- What is the provision for any special needs?
- How flexible is the programme to meet changing circumstances?

To what extent will you be able to involve the provider in evaluation of the visit's learning objectives?

Researching the Venue: Other Options

In the absence of the credible assurances as set out above, the Visit Leader should seek information from colleagues and other similar groups that have recently visited the venue, as well as make contact with reputable organisations such as tourist boards.

Appendix B

Parental Consent

Consent forms are often used as a means to get updated information about medical issues, food allergies etc. for young people. It is essential to ensure that this information is available: each establishment should have some means of providing relevant information to activity/visit leaders.

Schools are not required to obtain written consent from parents for pupils to take part in off-site activities that take place during school hours (with the exception of nursery age children). For those that take place outside school hours, the Department for Education (DfE) has prepared a one-off consent form to be signed by the parent(s) (or those with parental authority) on enrolment of their child in a school. A similar form could be used for other establishments such as youth groups, or at the start of programmes for young people. This would cover all types of visits and activities routinely organised by the establishment or which are part of the programme, for which information has been given (perhaps in the establishment's prospectus or programme details). The form is available on the DfE website for establishments to adopt and adapt as appropriate, at <http://media.education.gov.uk/assets/files/doc/d/dfе%20consent%20form.doc>

Such 'blanket consent' is appropriate, alongside generic risk assessments and establishment policies and procedures, as a means of reducing the paperwork associated with routine activities and visits – see "The Radar". It remains good practice to inform parents that a visit or activity is to take place (and this may be a useful opportunity to remind them if they have given consent, and to give them an opportunity to withdraw it). Residential visits, adventurous activities or activities for which a charge is made will need specific informed consent, including agreement to any payment or cancellation terms.

Parents have a right to withdraw their children from Religious Education lessons and from collective acts of worship, but not from the National Curriculum. This means that parents do not necessarily have the right to withdraw their child from a visit to a place of worship if this visit forms part of the school's delivery of the National Curriculum. It is therefore important for visit leaders to be clear about the purpose of visiting a place of worship, and about the wider personal, social and cultural benefits of such visits, thus seeking to discourage withdrawal. The Learning Outside the Classroom website includes a useful document on the benefits of visiting sacred spaces, and examples of good practice, at www.lotc.org.uk/wp-content/uploads/2011/03/Sacred-Spaces-PDF.pdf

GENERAL CONSENT FORM FOR SCHOOL TRIPS AND OTHER OFF-SITE ACTIVITIES

Please sign and date the form below if you are happy for your child, <name of the child>:

- a) To take part in school trips and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
 - o all visits (including residential trips) which take place during the holidays or a weekend
 - o adventure activities at any time
 - o off-site sporting fixtures outside the school day,
 - o all off-site activities for nursery schools.
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

MEDICAL INFORMATION

Details of any medical condition that my child <name of child> suffers from and any medication my child should take during off-site visits:

.....
.....

Signed.....

Date.....

Model letter

Dear Parents

Class _____ will be visiting _____ on _____. The aims of this trip are:

•

We will be leaving school at _____ and expect to return to school at _____.

Whilst at _____ the children will _____. The children will need to take with them

•

And should wear _____.

We will be travelling to and from _____ by _____.

If you have an emergency at home you will be able to get a message to the group leader by telephoning the school office who will pass the message on.

To cover the costs of this trip we are asking for a voluntary contribution of £ _____. If we do not receive sufficient voluntary contributions then the trip will be cancelled.

Please complete and return the slip below:

I have received the letter dated _____ about the trip to _____ on _____
and enclose £ _____ voluntary contribution.

Name of child

Contact details

Emergency Contact details

Please provide any medical information necessary

Signed

Name

Date

Appendix C

Visit Leader Check List

I have met all requirements of my employer's and my establishment's policies relevant to the visit.

I am confident to lead the visit and have the specific competence to do so, and have been judged so by my head / manager in line with my employer's requirements.

I have planned and prepared for the visit, involving staff and young people in the planning and risk management process to ensure wider understanding.

I have kept my EVC informed at each stage of the planning process.

I have undertaken a preliminary visit if appropriate or required by establishment policy.

I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed a deputy.

I have shared details of 24/7 emergency contacts and emergency arrangements with key staff.

I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers.

I have checked whether insurance arrangements are adequate.

If accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.

Child protection issues are addressed, including DBS checks and processes where appropriate.

I have disseminated relevant information to supporting staff.

There is access to first aid at an appropriate level.

Relevant information has been provided to parents and young people, and pre-visit information meetings have been arranged where appropriate.

All aspects of the visit (both during and after the event) are evaluated.

Staff and other supervisors have been appropriately briefed on:

1. the nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities.
2. the nature and location of the visit.

The visit is effectively supervised - staffing ratios meet requirements of good practice.

Staff and third party providers have access to emergency contact and emergency procedure details.

Generic and Site/Person specific risk assessment

Generic Risk Assessment for Off-site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

ACTIVITY AND ENVIRONMENT:

1. Significant Hazards and Identification of Risks: <i>Those hazards and risks that may result in serious harm or affect several people</i>	2. Control Measures: <i>Controls, including relevant sources of guidance</i>

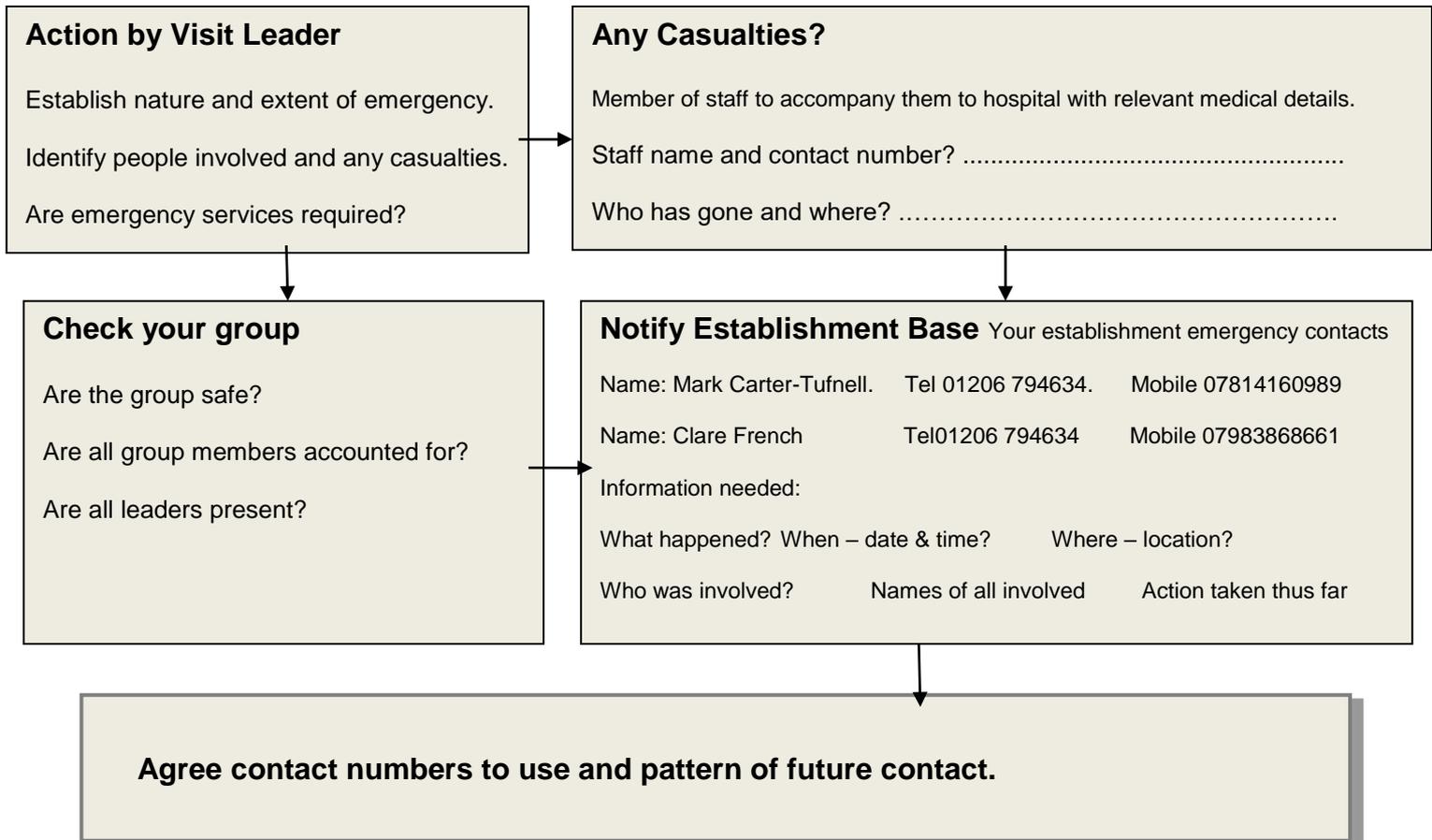
Risk / Benefit Assessment

Generic Benefits	Specific Outcomes
Generic Benefits	Specific Outcomes

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

