





## Educational Visits

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**Abstract:** This policy sets out the arrangements for organising external visits including safeguarding and risk prevention arrangements

Approved by:	Mrs M Young Chair of Governors	
Approved by:	Mrs J Watson Headteacher	
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## Context

We believe that educational visits are an integral part of the entitlement of every pupil 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 Lent Rise School a supportive and effective learning environment. The benefits to pupils 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.
- 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. I.e. 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.

## 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, Lent Rise School:

- Adopts the Local Authority's (LA) document: 'Bucks Requirements and Guidance' in Evolve resources (All staff have access to this via EVOLVE.)
- Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
- Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and carry out visits in line with school policy (i.e. this document), 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 and approval**

There are three 'types' of visit:

- Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day. (Enrichment). These follow the 'Local Learning Area' Operating Procedure (Appendix 1).
- Other non-residential visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Headteacher for approval.
- Visits that are overseas, residential, or involve an adventurous activity. As above, but the Head authorises and then submits to the LA for approval.

## **Roles and responsibilities**

The Educational Visits Coordinator (EVC) 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 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 Educational Visits Coordinator (EVC) is Ewan Anderson, who will support, mentor 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 Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Headteacher has responsibility for authorising all visits, for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. It is the role of the governing body to ensure that:

- Trips are being planned and implemented in accordance with all guidance
- Challenge the planning of visit to ensure that the education purpose is being met
- Challenge the Risk Assessment of a trip if deemed necessary.

Individual governors may request 'read-only' access to EVOLVE.

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. (For academies, approval by the LA is acknowledgment that the plans attached to Evolve are sound but responsibility sits with the academy.)

## **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 ready to be a visit leader, the Head 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.

### **Emergency procedures**

The school has an emergency plan in place to deal with a serious incident during a visit (see Appendix 2). 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.

### **Parental Consent**

Consent is required to take pupils outside of the school site. This applies to Local Learning Area visits, non-residential visits, and residential visits.

The school does not maintain 'blanket consent' for after school activities that take place off school grounds e.g. sports fixtures. The school must seek parental permission for these activities.

Specific (i.e. one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents, so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online or through a traditional paper consent form.

### **Inclusion**

#### **Accessibility**

The principles of inclusion and equality should be promoted and addressed in policy and practice, ensuring:

- an entitlement to participate
- accessibility through adaptation or modification, including the provision of auxiliary aids and services
- integration through participation with peers.

#### **Clothing, Head Coverings etc.**

Matters regarding clothing will be approached with sensitivity and care to find mutually acceptable solutions.

If a risk assessment requires additional protective clothing to be worn (e.g. helmet or harness) then a pupil cannot take part without this protective clothing.

Pupils may wear any suitable/religious clothing if risk assessment is not affected.

## **Exclusion**

Exclusion of a pupil must be handled carefully and in-conjunction with responsible members of staff. This can include:

- Headteacher
- Visit Leader
- SENCO
- Class teacher
- Parents
- Support workers
- Third party provider
- GP
- Social worker

Pupils may be provided with a suitable alternative where possible.

## **Exclusion for Behaviour**

Exclusion for behaviour should be avoided where possible. A pupil may be excluded from an activity if their behaviour represents a significant, unmanageable and unacceptable risk to the health, safety or welfare of either themselves or others.

Where there is some doubt about including or excluding someone on the grounds of their behaviour, you should consider:

- addressing the issue at the earliest stage of planning
- involving all interested parties
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit
- establishing behaviour targets and timescales to be met to either allow inclusion or trigger a decision to exclude
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues
- ensuring that what is expected of staff is reasonable and within their competence
- recording this process.

## **Charging / funding for visits**

All educational visits are provided by the school. There is no expectation for parents/guardians to pay all visit-related activities.

Parents are given the opportunity to provide a voluntary contribution to the price of transportation. This is done through the following steps:

- The school received booking confirmation.
- The school provides payment to the required company.
- A Parent Mail letter is created which includes an optional payment invoice to parents.
- The payments are collated to check on cost coverage.

## **Transport**

### **Coaches (external companies)**

We consider 5 safety areas when using coach companies:

- The driver - All coach providers used must ensure the driver has the up-to-date and required license and training to provide a safe mode of transport.
- The coach and equipment - All coach providers used must ensure the vehicle has received the necessary safety checks to ensure it is fit for purpose.
- The company - The company has a dedicated 24/7 helpline in case of emergency. The company has provided adequate safety and emergency training to drivers. The company has equipped the coach with the necessary emergency equipment.
- The itinerary - The school are aware of the following:
  - Pick up and drop off points
  - Choice of route and timings
  - Planned stops
  - How any special needs are planning to be met
  - Expected behaviour standard and any specific 'coach rules'
  - The responsibilities of the driver.
- The behaviour of the group travelling - School staff ensure children are acting in accordance with the school's behaviour policy. School staff are aware of their overall duty of care and safety when in transit. School staff ensure all pupils use a seatbelt and maintain this level of expectation throughout the journey.

### **Use of staff cars to transport pupils**

In the event of a private car being used for pupil transport, the following guidance must be followed:

- The driver properly understands their duty of care and any agreed responsibilities for supervision
- Parents are informed about the transport arrangements
- The vehicle is legal and safe - this means that it is taxed, has a valid MOT certificate if required, that has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks
- The driver is suitable - this means that they hold a valid licence for the type of vehicle and meet any employer requirements
- There is a valid insurance policy covering the driver and the vehicle for the intended use - in some circumstances the insurer may require that the driver has cover for business use

## **Insurance**

We use RPA insurance.

## **Swimming Lessons**

### **Use of changing rooms**

- Pupils to use designated class changing rooms.
- Pupils to leave belongings inside designated changing room lockers.
- Staff to position themselves outside of the changing room doors to ensure members of the public are unable to enter.
- Pupils to ask those that have finished changing to line up outside the changing room.
- Staff to wait for all pupils to finished changing before escorting the groups to the swimming pool.

### **Movements to/from transport**

#### **Arrival**

Pupils to depart the bus and line up into their required changing room lines.

One staff member to lead the lines to the changing room and another to follow behind.

#### **Departure**

Once pupils are lined up outside the changing rooms, a count should be held to ensure all are present.

Once all pupils are accounted for, a staff member will lead them back outside to the waiting coach.

Another count completed once pupils are on the coach before departing the leisure centre.

### **Use of toilets**

In the event that a pupil requires the use of a toilet during a lesson, a staff member will escort the pupil to a toilet, ensuring no members of the public are present at this time.

### **Dismissal of pupils after evening activities**

Pupils that take part in additional evening activities should be dismissed from either the playground or the front school entrance.

All staff are aware of these locations.

### **External Sporting Activities**

In the event that an evening activity happens at an external location, the following steps must be followed:

- Parental permission to be obtained
- Pupil expectation to follow the school behaviour policy
- Staff are aware of their expectation of responsibility for the children.

## **Appendix 1 - Local 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:
- Require parental consent as the pupils are being removed from the school grounds
- Require risk assessment, route maps, itinerary and staffing lists
- Need to be recorded on EVOLVE

### **Boundaries**

Boundaries for the Local Learning Area will be maintained on a case-by-case basis.

The EVC and Headteacher will determine this area based on the following parameters:

- Distance required to travel
- Safety of the required locations

### **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 EVC and Headteacher must provide consent for SLA visits to take place.
- List of staff members leading and attending SLA visits.
- There will normally be a minimum of two staff members (numbers adjusted for age, group size and SEN needs).
- 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.
- 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 have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)
- Simple medical equipment to be taken.

## **Appendix 2 - Emergency Procedure**

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

There is always a nominated emergency base contact for any visit (during school hours this is the office).

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.

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.

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.

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.

For visits that take place outside the School Learning Area, the visit leader will carry an Emergency Card

This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.