



"Developing potential without limitations"

**Frieth C.E.C. School
Educational Visits Policy**

Date implemented : October 2016

Member of staff responsible: Head teacher

Governing body committee responsible: Curriculum and Policies committee

Headteacher's signature Mrs Jo Reid

Chair of Governor's signature Mrs Merelina Tebbot

Review date: June 2018 signed: Jo Reid date: 18/06/18

Review date: signed: date:

Review date: signed: date:

Review date: signed: date:

FRIETH C.E.C. SCHOOL POLICY ON EDUCATIONAL VISITS

The school has formally adopted, through its Governing Body, the Buckinghamshire 'Policy and Guidance for Educational Visits'. Further school procedures have been agreed with the Governing body to ensure that this policy is adhered to.

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 Frieth CEC School a supportive and effective learning environment. Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school. Parents will be notified and asked for their consent. 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.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

Out of hours Clubs (music, drama, art, science, sport, chess, gardening, etc.)

School teams (football, netball, cricket, dance, etc.)

Regular nearby visits (village halls, libraries, shops, woodlands, places of worship, farms)

Day visits for particular year groups connected with the learning objectives for specific curriculum areas.

Residential visits (every other year for years 5 & 6)

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, FRIETH CEC School:

1. Adopts the Local Authority's (LA) document: '**Bucks Requirements and Guidance**' in Evolve resources (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 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. There is a trip checklist available for all staff planning a visit (see Appendix B)

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. (Enrichment)**
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.**
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. (*where there is temporarily no trained EVC in place, the documents will be sent to the head by the Evolve administrator or the teacher planning the trip.*)
3. **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

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 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 Educational Visits Coordinator (EVC) is Nicole Gibbens (*currently awaiting formal training*) 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 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 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' The Curriculum Governors have access to EVOLVE and it is a standing item on the Curriculum agenda.

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.)

External Contractors: Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the children. All payments for the visit will be made through the school's accounts.

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.

Consent

For out of hours clubs and school teams, parents will need to give written permission for their child to join the club or team, but will not need to give written permission for every session. In giving written permission, parents need to be aware that they are fully supporting the school's normal Behaviour Policy. Parents will be given a timetable for the activities that children are involved in and will be informed if an activity is cancelled.

Where external contractors are used to run out of hours clubs and/or teams, the contract will be made directly with them by parents and all payment for the activities will be made to the contractor.

For any visit off site or lasting a day or more parents will be asked to sign a letter which consents to their son/daughter taking part.

As part of the parents' consent they will be fully informed of the activities and arrangements for the visit. For all residential visits parents will be invited to at least one briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

The school has a policy for 'Charging and Remissions' which applies to all educational visits.

Staffing and Volunteers

Where it is appropriate, the school will ensure that DBS screening is available for volunteer adults assisting with educational visits and activities.

The school does not support additional people accompanying educational visits who are not pupils at the school or part of the agreed staff complement. This may include family members accompanying visits if the Headteacher is not satisfied that there is an educational benefit for the pupils.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Ratios:

The county ratio for distant visits for primary aged pupils is 1:20 (for Reception classes the ratio is one teacher and four adults up to 30 children, two teachers if taking over 30 children). However, a greater ratio is always preferable. It is expected that no visit will take place without three adults so that in the event of an accident, two adults can stay with the group while the third seeks help.

The Expectations of Pupils and Parents

The school has a clear code of conduct for school visits based on the school's 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents, and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a fixed term exclusion from school. Where appropriate, the school will state the implication for parents (associated costs, collection of child) as part of the signed agreements from parents

Risk Assessments

Risk assessments or Event Specific Plans will be created for each individual trip.

Where necessary, risk assessments will include information for named children regarding Health and Safety or Medical Needs.

A risk assessment is in place for regular off site activities such as Cross Country Club

There is a specific risk assessment and Normal Operating Procedure in place for Swimming lessons and all such lessons are placed on the EVOLVE system.

Emergency Procedures

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.
6. For visits that take place outside the School Learning Area, the visit leader will carry an Emergency Card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

(See Appendix C)

Evaluation

All visits will be evaluated by the Group Leader with the EVC and the evaluation section on EVOLVE will be completed. A short evaluation report will be made available for the Governing Body on request.

All school trips payments will now be approved and invoiced through the school budget as per the latest guidance. Authorisation of payments follows our financial procedures document.

To be reviewed October 2018

Appendix A:

Reminders

School number is 01494 881554

Suggestions for adult helper info:

- What is expected of them
- Itinerary
- What to do in an emergency
- Expectations regarding behaviour on site
- Expectations regarding behaviour on coach
- Which children they are responsible for

Ensure you have:

- Equipment
- Inhalers and epi pens
- Mobile phone
- Bucket
- First aid kit
- A signed cheque if needed
- Lunch
- A list of children and adults (leave a list in the office, too)
- A list of emergency phone numbers
- Read and understood emergency procedure document

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Appendix B

Trip Checklist for Staff PLANNING FOR TRIP

- Make a list of intended educational outcomes for the forms.
- Check on costs with Mrs Reid
- Arrange adult ratios needed, staffing and volunteers in liaison with office staff
- Check for relevant risk assessments
- Check for travel arrangements
- Write letter to parents
- Ensure Rachel has all relevant information 21 days before trip for Evolve (longer for residential)

ON THE DAY

Please remember to check you have:

Completed these actions before leaving school

- Read the risk assessments
- Checked the medical plans for pupils in your class
- Checked the list of pupils/groupings/volunteers/coaches so you know where everyone is and who they should be with
- Ensured all volunteers have seen and read the risk assessments
- Ensured all pupils have been to the toilet

Checked you have everything on the list:

- Emergency procedures pack with emergency contact numbers for your class
- First Aid kit
- Medical plans and any medicines for named pupils e.g. asthma inhalers, epi-pens
- Sick bucket/bags for coach journeys
- Class camera
- Tissues

Immediately after event

- Complete trip evaluation for Evolve form based on trip intended outcomes
- Upload photos to school network and create a news feed page for website

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