



## **EDUCATIONAL VISITS POLICY**

**SEPTEMBER 2015**

At Clayton Village Primary School we respect and value all children. We are committed to providing a caring, friendly and safe environment for all our pupils, so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton Village Primary School. Visitors to school and visits out of school contribute to our pupils' experiences. Visits promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare pupils for the opportunities and experiences of adult life. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

## Overview

Educational visits provide a variety of opportunities to enable our pupils to achieve a fuller understanding of the world around them through direct experience and offer a valuable enhancement to the curriculum. We regard them as an essential element of good primary teaching practice. We recognise that thorough planning and risk assessments of educational visits are crucial to ensure their success and safeguard children, teachers and volunteers. Each visit is designed to provide a rich learning experience for pupils in a safe, managed environment. The following guidelines support Clayton Village Primary School's planning and implementation of educational visits, and are in line with guidance issued by the Local Authority.

## The Value of the Visits

Visits, off-site activities and outdoor education have great potential for enhancing the health, education and development of young people. In particular such first-hand experience can achieve the following aims:

- \* Extend personal horizons through greater appreciation and understanding of the world and its peoples
- \* Understand the need for sustainable relationships between people and their environment
- \* Develop self-esteem, personal responsibility, co-operation and respect
- \* Enhance practical problem solving and team work skills
- \* Promote a positive and knowledgeable attitude towards personal health and well being

The venture is particularly effective when participants have the opportunity to reflect and build on their experiences.

Clayton Village Primary School recognises the value of a wide range of visits from short local excursions to expeditions overseas. Many opportunities are available, led by the dedicated school based staff as well as Community-based organisations.

## Organisation

The National Curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. In addition teachers and governors agree the corresponding programme of visits and off-site activities in advance of each academic year.

Within each class's programme of work the teachers plan educational visits and off-site activities that support the children's learning. We give details of these visits and activities to parents at the beginning of each school year in our School Calendar. We plan other activities as the school year progresses, and inform parents of these in due course.

## Definitions of types of visits

Local visits are defined as visits within walking distance of the school within the local community.

Shorter visits are defined as visits within the wider locality of the district.

Residential visits are defined as visits with an overnight stay.

Most visits and activities usually take place within the school day.

## Curriculum links

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.

Some of the educational visits and activities may include the following:

- \* English - theatre visits, visits by authors, poets and theatre groups.
- \* Science - use of the school grounds, visits to local museums and places of interest.
- \* Mathematics - use of shape and number trails in the local environment.
- \* History - study of local history resources and museums.
- \* Geography - use of the locality for fieldwork, village trails.
- \* Art and design - art gallery visits, use of the locality.
- \* PE - range of sporting fixtures and outdoor activities, extra-curricular activities, visits by specialist coaches.
- \* Music - range of specialist music teaching, extra-curricular activities, local schools' orchestra
- \* Design and technology - visits to local factories/design centres.
- \* ICT - its use in local shops/libraries/secondary schools etc;
- \* RE - visits to local centres of worship, visits by local clergy.

We also have regular visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children. A local vicar takes assembly on a regular basis. Other local religious leaders also take assemblies in the course of the school year. We do this with the full agreement of the governing body.

## Residential activities

Children in Years 4 and 6 have the opportunity to take part in an annual residential visit to Nell Bank and Robinwood.

This activity is in school time and linked to the National Curriculum. We do, however, make a charge for travel, board and lodging, insurance and specialist instruction for certain activities.

The residential visit enables children to take part in outdoor and adventure activities as part of their PE work. We undertake this visit only with the written agreement of the LA. All specialist activities are undertaken with qualified instructors.

### **Information required for Residential Trips**

a) A parental consent form must be completed in advance, for each pupil attending the event.

Amongst other things it should identify any special requirements: eg:

- allergies (including those to particular medication)
- medication taken by the child
- name and address of family doctor
- special dietary requirements
- information of use to staff (eg bedwetting/sleepwalking)
- any activities in which the child must not participate, and if the trip is to be near water, whether the child can swim
- home telephone numbers and address
- emergency contact numbers eg at work

This form should contain parental agreement to the pupil receiving emergency medical treatment, including anaesthetic. Attention must be paid to the particular groups (eg Jehovah's Witnesses)

b) It is essential that at all times each member of staff from the school or activity centre knows exactly which pupils they are responsible for and the extent of that responsibility. Each pupil should also know which member of staff is responsible for them or their group. There should be contingency plans should any member of staff need to be withdrawn through illness or other unforeseen reasons. At the beginning of each session, pupils should be made aware of rendezvous procedures should anyone become lost, and the emergency procedures they must take.

c) **INFORMATION FOR RETENTION AT SCHOOL** - full details should be retained at school while the visit is in progress. They should include:

- The itinerary and contact telephone numbers of the parents and next of kin and of the location of the visit
- Parental consent forms
- Insurance documents
- A copy of the contract with the centre

The headteacher must ensure that this is available at all times, especially if the visit takes place when the school is closed. The same information should be kept by the group leader during the visit.

- d) Assurances will need to be sought from outdoor activity centres, particularly under the following headings
- Recognition / accreditation (see HASPEV 2014)
  - Equipment
  - Health, Safety and Emergency Policy
  - Insurance (see HASPEV 2014)
  - Activity management and staffing & their qualifications
  - Accommodation Risk assessment and emergency procedures should be clearly set out, centre staff and school staff supervising the party should be made fully aware of what is agreed. (see HASPEV 2014)

## **Roles and Responsibilities**

### **Head Teacher/ Senior Leadership Responsibilities**

The Head Teacher and Senior Leadership Team will endeavour to ensure that:

- a suitable visit leader is appointed;
- all required actions have been completed before the visit begins;
- risk assessment templates are completed and authorised prior to the visit taking place;
- any identified training requirements, pertinent to the nature of the educational visit, have been met;
- a named group leader will be assigned with overall responsibility for the organisation and monitoring of the visit together with liaising with school;
- the group leader has experience in managing, supervising and controlling the age groups going on the visit and has the skills to organise the group effectively;
- the visit leader and/or other supporting adults have the relevant skills, qualifications and experience if acting as an instructor;
- all supervisors on the visit are appropriate people to supervise pupils and have appropriate clearance. All supervisors/supporting adults accompanying pupils on residential visits will have level 3 DBS (formerly CRB) vetting check clearance.
- the governing body has approved the visit if necessary (an essential requirement for residential visits);
- signed parental consent forms are completed for all pupils;
- arrangements have been made for all known medical and special educational needs;

- the mode of travel is appropriate, safe and risk assessed;
- expected travel times, both departure and return are known and monitored;
- there is adequate and relevant insurance cover;
- full details of the visit venue including the address, phone number and a contact name will be retained in school;
- that a register of all the adults and pupils in the travelling group, and the contact details of parents/carers and the staff's and volunteers' next of kin is taken on the visit with a copy retained in school.

### The Visit Leader

A nominated qualified teacher will be appointed by the Head Teacher as Visit Leader. They will have overall responsibility for the supervision and conduct of the visit. The Visit Leader will:

- appoint a deputy leader who will be fully briefed in all aspects of the visit;
- be able and experienced in working with children of the relevant age range;
- be conversant in the good practice for that activity;
- be suitably qualified if instructing an activity;
- undertake and complete the planning and preparation of the visit including the briefing of supporting adults and parents/carers;
- undertake and complete comprehensive risk assessments;
- have regard to and monitor the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities.

### Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- undertake to fully familiarise themselves with all aspects of the visit to include educational outcomes and risk assessments;
- ensure the health and safety of everyone in the group;
- care for each individual pupil as would any reasonable parent/carer;

- ensure they follow the instructions of the Visit Leader and help with control, discipline and attainment of learning outcomes. Non-teachers will not have sole charge of pupils except where risks to health and safety are minimal;
- cease the visit or any activity if they think the risk to the health or safety of the children in their charge or adults is unacceptable.

### Pupil Responsibilities

The Visit Leader will prepare pupils prior to the educational visit to ensure they understand that:

- they must follow the instructions of the Visit Leader and other supporting adults;
- they dress and behave sensibly and responsibly;
- they know who to talk to/seek help from if they are worried or concerned;
- they should not undertake any task/action that they may endanger themselves or the group.

Any children whose behaviour is considered to be a danger to themselves or to the group may be excluded from, or returned home from the visit. The curricular aims of the visit for these children will be fulfilled in other ways.

### Parents/Guardians

The Visit Leader will ensure that parents/ guardians are given full information about the purpose and details of the visit. Where appropriate, parents/guardians will be invited to a briefing session prior to the visit. The Visit Leader will also inform parents/guardians how they can help prepare their child for the visit.

Parents/guardians must:

- sign the Visit Consent Forms;
- provide the Visit Leader with 2 named emergency contacts & telephone numbers;
- give the Visit Leader all known relevant information about their child's health which might be relevant to the visit.
- Where there are known health requirements, parents must ensure school has the appropriate medication e.g. inhalers, epipens. Where school does not have the required medication for a pupil with known health requirements, such children will not be allowed to participate in the planned visit.

### The Role of the Governors

- School governors have a responsibility for the general direction and conduct of the school and its curriculum. The Head teacher is responsible to the governors for the internal management of the school which clearly includes activities such as school visits.

- Governors would expect the head teacher to thoroughly scrutinise the arrangements for each visit and include details of such trips in their termly report to the governing body.
- The governors are responsible for approving residential visits which are signed well in advance. This approval can be made:
  - through the full governing body, or
  - through a committee delegated for that purpose, or
  - by the approval of the chairperson who will report the decision to the full governing body.

### The Role of the LA

The LA has an advisory/monitoring role to ensure that all visits are planned and carried out in a safe manner in accordance with their guidelines. This is particularly relevant to visits involving outdoor and adventurous activities. However, the LA no longer requires notification of other out of school visits and journeys.

### Risk Assessment

A risk assessment will always be carried out prior to the visit. The risk assessment will include the following considerations:

- identification of known/possible risks;
- detail safety measures needed to reduce risks to an acceptable level;
- emergency procedures;
- acceptable ratios of adults to children for this visit.

The Visit Leader and other visit supporters will continually reassess the risks throughout the visit and take appropriate action where required to ensure pupil/adult safety. When assessing the risks consideration will be given to:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- the supporting adults competence;
- children with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

## Exploratory visit

The Visit Leader or nominated person will undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- ensure that the Visit Leader and/or participating adult is familiar with the area/venue. In exceptional circumstances where it is not feasible to carry out an exploratory visit, contact will be made with the venue to seek assurance about the venue's appropriateness for the visiting group. This may include obtaining the venue's risk assessments for review.

## First Aid

First Aid provision will be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad one trained first-aider will accompany the group. All adults in the group will be advised how to contact emergency services and procedures for liaising with school should an emergency occur.

The minimum first-aid provision is:

- a suitably stocked first-aid box to be taken.
- A named person will be appointed to be in charge of first-aid arrangements.
- An emergency contact protocol sheet will be included in the first-aid box.

When signing consent to the educational visit, the Head Teacher will assess if the level of first-aid is adequate.

## Supervision

It is important to have a sufficient ratio of adult supervisors to children for any off-site visit. The factors to take into consideration include:

- gender, age and ability of group;
- children with special needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly. As general guidelines, the following ratio of adults to children will be used:

Early Years, visits off-site may be as low as: 2:1 but minimum 4:1

Key Stage One, visits off-site on foot: 8:1

Key Stage One, visits off site involving public transport: 6:1

Key Stage Two, visits off-site on foot: 10:1

Key Stage Two, visits off-site involving public transport: 10:1

Regardless of the suggested ratios above, each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios do not include residential visits.

Where a high pupil:adult ratio is required, it is not always feasible to use school staff alone. Parents, guardians or volunteers may be used to supplement the supervision ratio. They will be carefully selected and ideally they should be well known to the school and the pupil group. All parents, guardians and volunteers assisting residential visits will be vetted and have level 3 enhanced DBS (formerly CRB) clearance.

All adult supervisors, including school staff and parent helpers must understand their specific roles and responsibilities at all times. In particular, all supervisors should be aware of any children who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times. For the protection of both adults and children, all adult supervisors should ensure wherever possible that they are not alone in a one to one situation with a pupil.

If the school is leading an adventure activity, e.g. canoeing, caving, the LA and Governing Body should be informed of the proposed activity. This is to ensure that the Visit Leader and other supervisors are suitably qualified to lead and instruct the activity, and are registered with the LA

Whatever the length and nature of the visit, regular head counting of children should take place. The Visit Leader should establish rendezvous points and ensure all pupils know what to do if they become separated from the party.

### Preparing Pupils

Wherever possible, pupils will be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This may include considering health and safety issues.

Pupils must understand key safety information. This includes:

- the aims and objectives of the visit/activity;

- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group;
- emergency procedures;
- rendezvous procedures.

### Transport

All pupils should be made aware of basic safety rules including:

- arrive on time and to wait in a safe place;
- when crossing roads to get to the transport do so safely and listen to supervisors instructions;
- not to rush towards the transport when it arrives;
- seatbelts must be worn and children must stay seated while travelling on transport;
- if children feel unwell while travelling they must tell a teacher or the person who is otherwise responsible for the group;
- make sure bags do not block aisles on the transport;
- they should never attempt to get on or off the transport whilst in transit;
- they must not throw things out of the transport vehicle's windows;
- only exit the vehicle when directed by a supervising adult (unless in the case of an emergency where direction cannot be given);
- never try to pass someone on steps or stairs;
- never distract or disturb the driver;
- stay clear of automatic doors/manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;

### Pupils with special educational and medical needs

The Head Teacher will not exclude children with special educational or medical needs from school visits. Every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures will be addressed at the planning stage.

### Communicating with Parents/Guardians

Parents/ guardians need to be aware that the teachers on the visit will be acting in their place - 'in loco parentis' - and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil's health and safety will be included in a letter to parents/guardians prior to each visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of accommodation with security and supervisory arrangements on site;
- names of leader, or other staff and of other accompanying adults;
- objectives of visit;
- details of the activities planned and of how the assessed risks will be managed;
- insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
- clothing and equipment to be taken;
- money to be taken;
- the information to be supplied by parents and details of what they will be asked to consent to.

### Financing of Visits

School visits can only be funded by voluntary contributions if the visit is taking place wholly or largely during the school day. Parents/carers are not obliged to make a voluntary contribution and those who do not, must not be treated differently on this account. If insufficient contributions are made towards the cost of the visit, it may be cancelled, unless either your team or curriculum area has kept back money for needy cases. You must only charge individuals the actual cost of the visit - cost of staff must be paid by the school (ie the appropriate budget heading).

Date of policy:		Signed:  <p style="text-align: right;">Head Teacher Chair of Governors</p>
Review date:		