



Brightlingsea Schools

EDUCATIONAL VISITS POLICY

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1. INTRODUCTION

At our school we believe that it is important to ensure all our pupils receive a rich and varied curriculum that promotes their spiritual, moral, cultural, mental and physical development. The Governing Body has a responsibility for providing guidance for off-site visits and it is essential staff read this policy before organising any educational visit.

We seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability.

Educational visits are integral to our curriculum and play an important part in inspiring the children through first-hand experience and making pupils' learning more memorable. We endorse Ofsted's view that, 'memorable activities lead to memorable learning'.

Pupils experience visits in and around our local environment and an annual trip further afield.

It is the role of the Educational Visits Co-ordinator to review the Educational Visits policy in consultation with the head teacher, governing body and staff.

2. VISITS AND CURRICULUM LINKS

All educational visits and activities support and enrich the work we do in school, particularly with our creative curriculum. 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.

We also have regular visits from local police officers, other emergency service workers and health workers. These visits support the personal, social and health education of our children.

- 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;
 - RE – visits to centres of worship, visits by local clergy.

3. RESIDENTIAL ACTIVITIES

There is clear evidence that outdoor learning has a positive impact on young people, and when that learning is of high quality the impact can be life changing. For many, just being outdoors can have a huge benefit in terms of health and well-being, stimulating curiosity and developing an appreciation of the world around them. When such experiences are part of a progressive programme designed to support integrated learning in both the formal and informal youth settings, the impact is greatly enhanced. Outdoor learning offers an environment where real world and progressive, practical learning skills can then be developed. It is synonymous with developing self-confidence and character. It provides an environment where young people can practically manage risk and through residential experiences provides those truly memorable moments in all our lives. For many it can be the beginning of a life-long engagement in the outdoors and with outdoor pursuits and recreation.

(National Guidance document: OEAP)

Children in Year 6 have the opportunity to take part in a residential visit. This activity is in school time. We do make a charge for board and lodging, travel, insurance and specialist instruction.

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

4. **ORGANISATION**

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 Head teacher / EVC the responsibility to approve all other visits.

The Educational Visits Co-ordinator (EVC) is responsible for ensuring:

- All school activities are properly planned and appropriately supervised and this policy is implemented.
- The visit meets the needs of the pupils, including those with special educational needs for whom additional appropriate arrangements may be made.
- That every trip has at least one qualified first-aider attending.
- The suitability of all staff appointed to the visit.
The visit leader fully understands his/ her responsibilities.
- The implementation of effective emergency contact arrangements.
- Financial and insurance matters, staff ratios and parental consent are dealt with appropriately
- There is a system in place to record, audit and monitor school off site visits.

The Visit Leader is responsible for:

- Planning and preparing the visit, taking the lead on the risk assessment.
- Defining the roles and responsibilities of other staff to ensure there is effective supervision.
- Ensuring the staff and other adults have been appropriately informed about the needs of the group, including age, relevant medical conditions, special educational needs, behaviour and additional information relevant to the activities.
- Ensuring that the visit and activities are effectively supervised.
- Ensuring all staff / parent helpers have access to emergency contacts and emergency procedure details.

Visits and activities usually take place within the school day, and the governing body approves all such visits in advance. We follow the LA's guidelines relating to health and safety, and we ask parents to give written permission for their child to take part in any activity that takes children off the school site. If we do not receive this written permission the child will be unable to participate. In addition to this we ask parents to sign a *local visits consent form* at the start of each academic year to school for local visits within walking distance i.e. library, museum and local parks. In this instance parents will be informed that their child will be going out on a local visit, but additional consent will not be requested.

Any special/medical needs are collated by the visit leader and supervising staff are briefed/trained accordingly. If any special medication is required, administering of such medication must be agreed in writing with parents/carers beforehand.

5. CHARGING

We do not charge for any activity undertaken as part of the National Curriculum but parents are asked to make a voluntary contribution to cover the cost of a visit. The school will give parents/carer advanced warning of any activities that require payment/donation. The governing body has a Charging and Remissions policy that details the full range of activities where a charge can be made. A copy of this is available from the school office. Many trips will require a parental contribution in order to go ahead and in the event that insufficient contributions are collected, it may become necessary to cancel the trip.

6. TRAVEL

The majority of our educational visits are in our local area and they can be carried out on foot but it is important that the travel arrangements are included as part of the risk assessment. When the visit is beyond the local area and pupils are travelling in a coach or mini bus we only use companies that are approved by Essex County Council. The coaches will have individual seat belts and we ensure all children wear a seat belt during the journey. A list of passengers travelling on each coach is included with the risk assessment.

Charges made for coach travel to and from trips and sports fixtures cover the expenses of the journey only; we do not make any profit from this.

7. SUPERVISION

The involvement of all staff in the planning and preparation of an educational visit is crucial. Staff may include teachers, teaching assistants or adult helpers. A visit leader should oversee the organisation of the visit and ensure all staff understand their responsibilities. An educational visit should be planned in advance and a pre visit arranged. Any significant risks and control measures should be identified during the pre-visit.

Only parents who have a DBS check can accompany children on a school trip. In the interests of the safety of all children, parent helpers should not be placed in a group with their own child.

The adult to pupil ratio will depend upon the venue, the nature of the visit and the individual needs of the pupils. The recommendation is a 1: 4 ratio in Foundation Stage, 1: 6 in Key Stage 1, 1: 10 in Key Stage 2

It is the responsibility of the visit organiser to ensure that a competent first aider accompanies them on the trip. First aid boxes should be collected from the office and checked prior to departure.

8. INCLUSION

This policy is written with the inclusion of all children in mind. No child is excluded if a contribution is not made, but if insufficient support is available some visits may not take place. It is hoped all pupils will take part in educational visits unless it is the express wish of the parents/ carers that they do not participate and this needs to be discussed with the child's class teacher or the head teacher.

9. **EMERGENCY / CRITICAL INCIDENT PROCEDURES (See Appendices 2, 3, 4)**

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. (Appendix 2)
- Critical incident record form to be clearly visible in all offices, detailing all the information that must be gathered on first receiving an emergency call. (Appendix 3)
- Critical incident action plan to be clearly visible in Head's offices. (Appendix 4)
- On return, the visit leader must comply with the school's normal accident reporting procedures.
- Government 'Staff Safe' advice with regard to a terrorist attack to be shared and understood by all staff and other adults participating in a field trip. (Appendix 5)

This policy should be read in conjunction with:

- Health and Safety policy.
- Teaching and Learning policy.
- Charging and Remission policy.
- Positive Behaviour policy

Reference: DCSF and LA Current Codes of Practice

Agreed by the staff team:	
Agreed by the governors:	
Date for review:	

Appendix 1 - Extended Learning Locality

Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: *e.g.*

- *Colne Community School*
- *Brightlingsea Library*
- *Brightlingsea Recreation Ground*
- *Local roads around the Harbour front*
- *St. James' Church*

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- 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 Head, Deputy or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults, plus a ratio of at least 1:10 with larger groups.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Adults leading the group will wear hi-vis clothing and supervise all road-crossings.
- 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 mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed, together with a first-aid kit.
- If it is necessary to cross to the other side of the town, children will be crossed over opposite the Co-op where there is a dropped kerb.

Signing-out sheet for ad-hoc activities in the school locality, to be completed when taking groups out without completing an EVOLVE form.

Leave this completed form in the office when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	<i>Should be DBS checked</i>
Group/Class/Form (please attach register list identifying all children going)	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number of lead adult	
Any other relevant details/issues (eg pupil medical/behavioural needs; weather implications)	

