



Educational Visits Policy

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Introduction

Alton Park Junior School has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member reads this policy before organising (or participating in) any educational trip or visit.

For further information refer to 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/

FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY

Reasons for Visits

All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development. 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 we offer a range of educational visits and other activities that add to what they learn at school.

Visits and 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 or extra-curricular activities, whilst others relate to all our children. 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:

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

PSHE – Secondary school visits

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

Gaining approval for a trip

Trustees/Governors

As part of their responsibility for the general conduct for the school, the Trust has adopted this policy for the effective and safe management of educational visits. The Trustees/Governors must approve any visit involving an Overnight stay or Overseas. The Trustees/Governors delegate the Head of School / EVC the responsibility to approve all other visits. The Trustees/Governors have adopted a charging and remissions policy.

The Head of School or EVC

The EVC is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented to ensure:

The aims of the visit are commensurate with the needs of the pupils, including those with special educational needs (for additional guidance refer to the Equality Act 2010)

The suitability of all staff appointed to the visit

The visit leader fully understands his/her responsibilities.

The implementation effective emergency contact arrangements

That financial and insurance matters, staff ratios and parental consent are dealt with appropriately

A system is in place to record, audit and monitor school off-site visits

The Visit Leader and Deputy Lead

The operational details of a visit are the responsibility of the Visit Leader (and Deputy). In consultation with SLT and Year Group leads. It is their responsibility to:

Book the visit

Organise finances

Carry out Risk Assessments

Establish suitable staff ratios and organisation (itinerary inc. First Aiders)

Maintain detailed registers (including: individual needs, medical information / dietary needs)

Use visits checklist and upload the above on Evolve for Visits approval by the EVC

Ensure appropriate procedures are carried out during the visit

Evaluate visit

JUPITER EVOLVE is used to log, audit and approve the following:

Overseas	yes and formal approval by Juniper
Residential	yes and formal approval by Juniper
Adventurous	yes and formal approval by Juniper
Local approved	yes and formal approval by EVC /Head of School

NB: Evolve can process a trip as a local visit (short process – no parental approval required) or Educational Visit (long process – parental approval)

Choosing a Provider

After considering the reasons for the visit, the visit leader should check out the provider. On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOTC Quality Badge or has specific National Accreditations. Where possible a pre visit should take place.

Parental Consent

In line with OEAP National Guidance Document (www.oeapng.info 4.3d-Parental-Consent) Parental Consent will be sought at the beginning of each academic year. This will cover all activities planned to finish within normal school hours. Parents/Guardians will then be notified when an activity is planned. Any activity that finishes outside of normal school hours or involves transportation (including Residential Visits and Sports Fixtures) will require additional consent forms to be signed by Parents/Guardians. This guidance reflects the DfE guidance with particular note written consent is NOT required:

<http://media.education.gov.uk/assets/files/doc/d/dfef20consent20form.doc>

Visits and Staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist (see appendix 2):

www.oeapng.info 3.3e-Visit-Leader-Check-List

The Visit Leader (and Deputy) must recognise that whilst leading the visit, he or she is in effect representing the Head teacher and holds delegated responsibility for Health & Safety and Duty of Care.

NB: It is the responsibility of the Visit Leader to carry out Risk Assessment (See Appendix 3) and organise appropriate staffing

The Visit

On the day

Leave in the school office:

An amended list of children present and going on visit including medical and care issues

Full list of escorts and staff and groups of children for which they are responsible

The Jupiter Risk Assessment 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, sick bucket, inhalers and other medication e.g. epi-pen and mobile phone

Copies of Emergency / Critical Incident cards given to all leaders

During the visit

Young Children must be kept in escort's group at all times. There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, young children should be escorted into the toilets in small groups). 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.

On return

Check all children off the coach/minibus 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.

A teacher must remain with uncollected children until all parents have arrived and all children have departed.

Financing the visit

When stating the cost for each individual explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the Trust's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. A formal approval from the SLT / School Business Manager must be sought before deposits paid.

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 LA, 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

Please see reference to parental Consent:

OEAP National Guidance Document

www.oeapng.info 4.3d-Parental-Consent

DfE Document : See EVOLVE – Resources – DfE Tab H&S Advice from DfE 2014

Insurance Provision

Teachers should be aware of the school provision for insurance.

See: Copy schedule of School Insurance for off-site visits

Transport

See Transport Policy

Emergency / Critical Incident Procedures

See Critical Incident Plan for Off-Site Visits

All leaders must carry the school's 'Critical Incident form' (z Cards) – 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.

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. This should be carried out on the Evolve system by the Visit Leader.

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 of School and the employer's advisory team.

This policy will be reviewed every 3 years.

Appendix 1 – Parental Consent Form

The current security issues have raised heightened concerns from parents and school staff regarding consent and withdrawing pupils from curriculum visits. Please use the information on this document and associated links to guide you on the 'National' advice.

Guidance for Parental Consent (Department for Education (DfE))

“Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child’s education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.”

“Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours. The department has prepared a “one-off” consent form which schools can ask parents to sign when a child enrolls at the school. This will cover a child’s participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). The Consent for school trips and other off-site activities form is available.” (Next Page)

For these higher risk activities and visits beyond the school day:

“Parents must be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form.”

Links:

Full DfE Guidance:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf

OEAP National Guidance

www.oeapng.info (keyword – Consent) – Document 4.3d

Other useful documents on EVOLVE : www.essexvisits.org.uk

Resources – Pink Icon

LotC tab : Parental Objections to Visiting Places of Worship



National
Guidance

<http://oeapng.info>

Visit Leader Check List

This checklist is designed as a final check on planning, or as a review tool for regular visits. The relevance of some of the points and the complexity of the responses are dependant on the nature of a particular visit.

For each of the following bullet points further clarification on good practice can be found elsewhere in this guidance.

- ☐ The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance with an acceptable level of residual risk.

Content and Aims

- ☐ There are clear and well considered learning aims that are particular to the development of the group as a whole and individuals within it, which contribute to the wider curricular or programme aims of the establishment.
- ☐ Monitoring and post activity/visit review and evaluation arrangements are in place.

The process has led to a visit plan addressing the following variables:

Staffing

- ☐ I am clearly identified as the Visit Leader and approved by the establishment.
- ☐ All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role.
- ☐ There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.
- ☐ All members of the Visit Leadership Team have received all relevant information on both the visit and the group.
- ☐ If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- ☐ I have kept my EVC informed during the planning process.

Activities

- ☐ Activities are appropriate to the aims of the visit and the nature of the participants.
- ☐ Appropriately competent Activity Leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities.
- ☐ There is a sufficient amount of suitable equipment for activities.

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Group

- ☐ Parental consent is in place (where needed) and up to date medical information and contact details are available and shared with the Visit Leadership Team and any relevant Provider staff.
- ☐ Information has been provided to parents and young people to enable informed consent (where consent is required).
- ☐ Young people have been involved in the planning and risk benefit assessment process. Where this was not appropriate young people have been provided with all required information to know what to do and what is expected of them.
- ☐ Child protection issues are addressed.
- ☐ Inclusion issues are addressed.

Environment

- ☐ Environmental factors (weather, daylight hours, temperature, water levels etc) have been considered.
- ☐ Accessibility issues are addressed.
- ☐ Safety and security have been checked and considered
- ☐ I have undertaken a preliminary visit if appropriate or required by establishment policy. In the absence of a pre-visit I have sufficient information from other sources.
- ☐ There is access to first aid at an appropriate level.
- ☐ Where remote supervision will be used the environment is suitable for it.
- ☐ Accommodation, where used, is safe, suitable and appropriate.

Distance

- ☐ Travel or transport arrangements are appropriate.
- ☐ There is a Plan B in place, where necessary.
- ☐ There is an emergency plan in place and Leaders, Helpers, Participants, Providers and Emergency Contacts have been given relevant information about it.
- ☐ Suitable insurance is in place.

Finally

- ☐ The visit meets all relevant requirements of my employer and establishment policy/procedure.
- ☐ My decision is that this visit is appropriately prepared and should take place.

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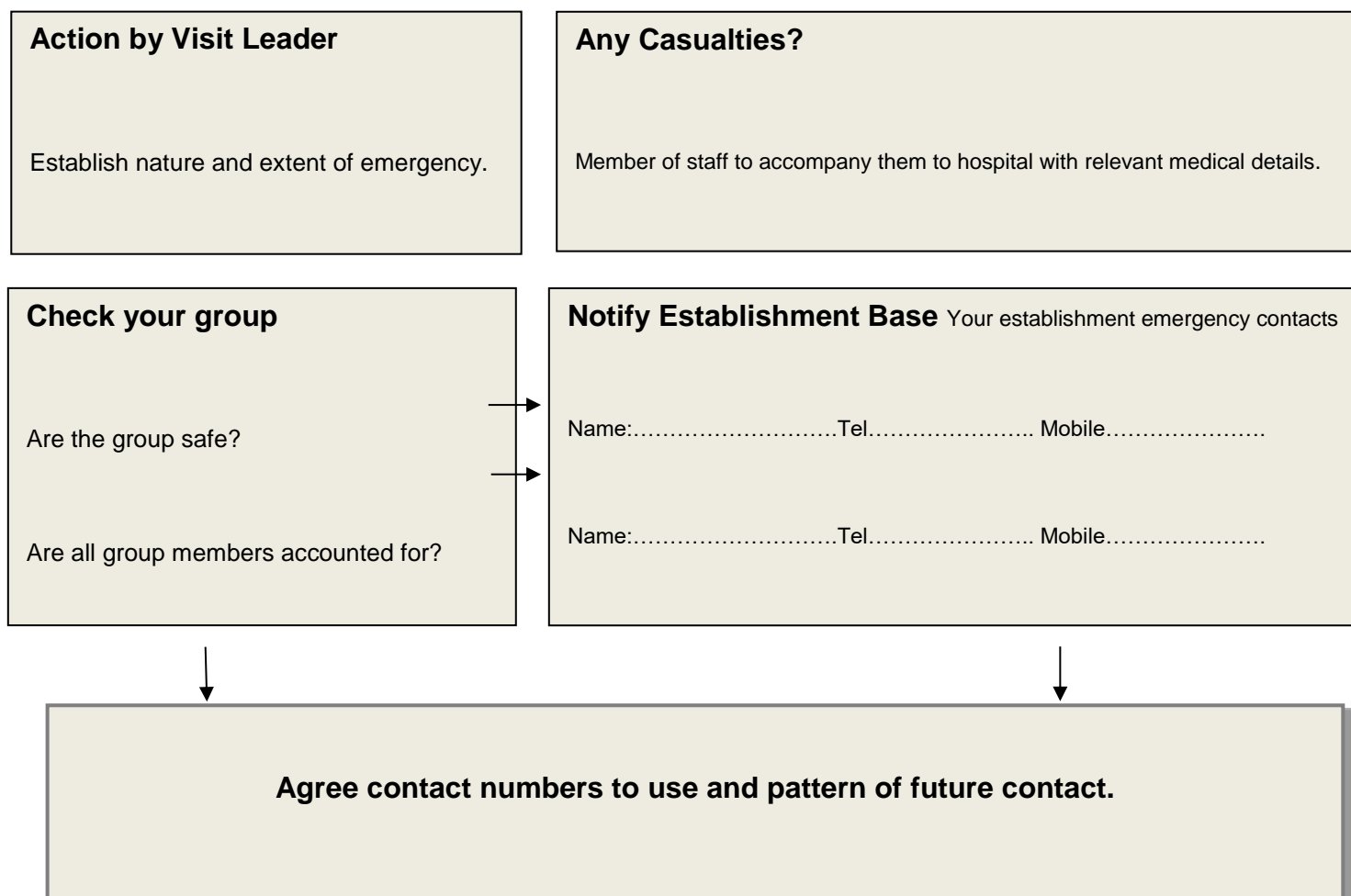
**ALTON PARK SCHOOL
EDUCATIONAL VISITS
RISK ASSESMENT FORM**

ACTIVITY:		Group Leader:		
Visit Details:		Date of Visit:		
Assessment by:		Date:	Target Date for review:	
Approved by:		Position:	Date:	
Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures(CM's): What you are doing to reduce the chances of people being affected by identified hazards and risks.	Additional CM's required? If existing CM's cannot be met or circumstances have changed	Residual Risk Rating (H / M / L)

Appendix 4

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

