

St. Michael's C.E. Primary School



Educational Visits Policy

September 2019

Introduction

The Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any staff member of St. Michael's C.E Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

Reasons for Visits

We 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 at St. Michael's C.E Primary school, we offer a range of educational visits and other activities that add to what they learn in 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, 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 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, visits to zoos;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local building 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;
- Computing – its use in local shops/libraries/secondary schools etc, STEM activity week;
- RE – visits to centres of worship, visits by local clergy.

Gaining approval for a trip

Governors

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 Headteacher / Educational Visit Co-Ordinator (EVC) the responsibility to approve all other visits.

The Headteacher or EVC:

- is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- should ensure that the aims of the visit meet the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- should ensure the suitability of all staff appointed to the visit.
- should ensure that the visit leader fully understands his/her responsibilities.
- should implement effective emergency contact arrangements.
- should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process “**EVOLVE**” is used to log, audit, approve the following:

Overseas	Yes	and formal approval by	EVC and Head
Residential	Yes	and formal approval by	EVC and Head
Adventurous	Yes	and formal approval by	EVC and Head
Day Visits involving transport	Yes	and formal approval by	EVC or Head
Local Area Visit	Yes	and formal approval by	EVC or Head

Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider to ensure it / they are suitable.

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOtC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

Parental Consent:

This guidance reflects the DfE guidance with particular note, where consent is NOT required:

Parental consent to off-site activities *“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.”*

We therefore, where reasonable as set out in this policy, do not seek permission for local visits but do inform parents of the arrangements for visits / visitors.

Visits and staffing

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care. It is the responsibility of the visit leader to carry out Risk Assessment / Risk management for the visit.

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Visit Leader Training

The EVC in school is updated every three years to ensure that all practices are current and effective. All other staff can be trained by the EVC or by the Educational Visits Advisory to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

The visit

On the day

Leave in the school office:

- an amended list of children present and going on visit (as applicable)
- full list of escorts, staff and groups of children for which they are responsible
- the itinerary for the entire day
- a copy of the written briefing notes for the escorts.

The visit leaders:

- 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. epipen and mobile phone.
- give copies of Emergency / Critical Incident cards to all leaders.

During the visit

Young children must be kept in escort's group at all times. With older children, close, or even remote supervision, is acceptable with suitable checks and contingencies in place.

There should be a system in place to safeguard young people at all times. (e.g. children should be sent to the toilet in pairs or small groups, never on their own.) Only staff, or parents who have been DBS checked, should supervise toilet breaks.

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) and a member of staff must lead the class either into school or to area of playground where children can be collected by parents. If the return time is outside the normal school day, the teacher must ensure that each child departs with a known parent or previously agreed trusted adult.

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:

- Derive the cost per pupil based on the total cost (entrance, transport, extras...) divided by the number of pupils in the class / year group. Round cost to the nearest reasonable amount, e.g. £3.52 to £3.60 without generating a profit of any significant amount (10%).
- Include in calculations the 2% fee for online payments and identify a minimum income below which the trip would need to be cancelled.
- Explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit.
- Stipulate the school'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, the visit may have to be cancelled.
- State when and how you would like to receive payment.
- Payments to be made ideally via ParentMail or cheques made payable to St. Michael's School Fund.

A 'Trip Costing Form' can be found in the appendix.

Insurance

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 i.e. 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.

Insurance Provision

Teachers should be aware of the school provision for insurance.

Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. This can be logged on EVOLVE which then makes this accessible for future years and / or evidence trail.

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 and leaders.

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 and the employer's advisory team.

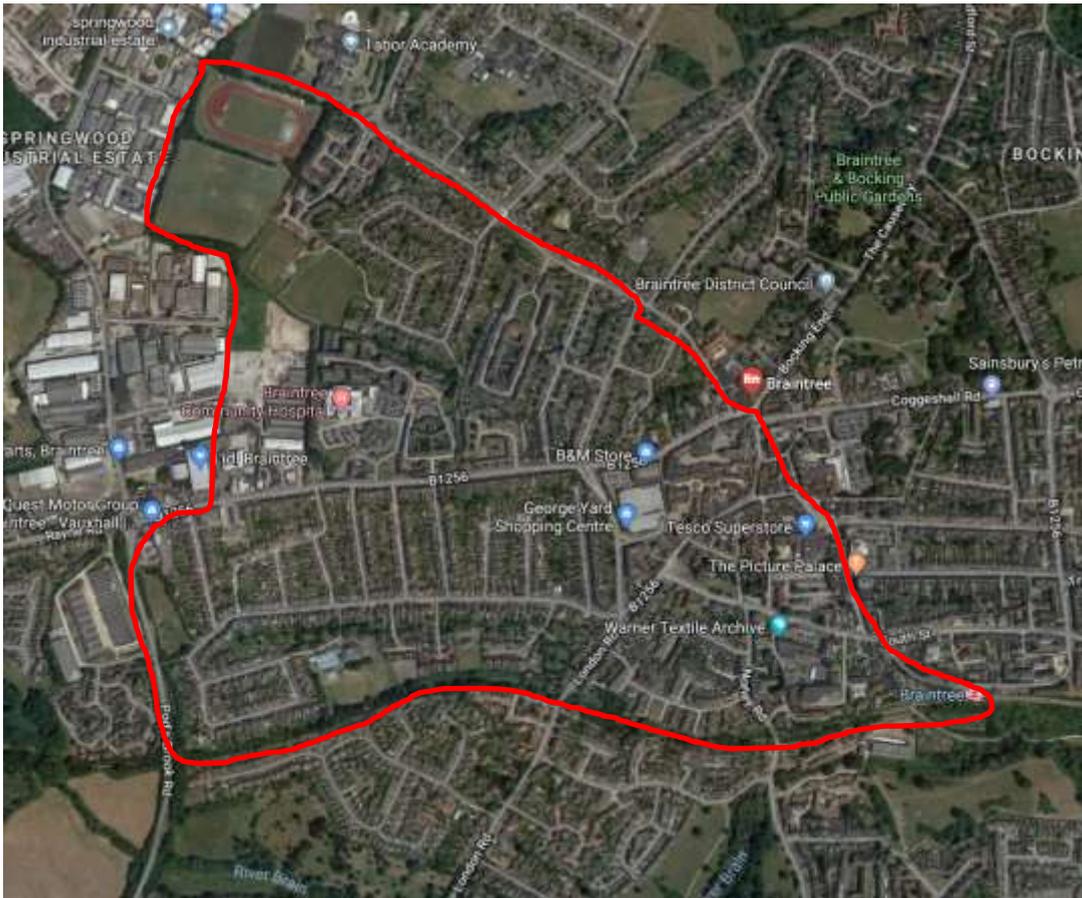
Reviewed:	September 2019
Next revision due:	September 2022

Appendix 1 - Extended Learning Locality (Local Area Visit)

Boundaries

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

- St Michael's Church
- Braintree Library
- Braintree town centre
- Tabor Academy High School
- George Yard shopping Centre



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
- “Flitch Way” specific issues (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 be a minimum of two adults; one teacher and one other who may be another employee or a known and trusted adult
- 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.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in ‘buddy’ pairs as a minimum.
- 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 phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

This will only require the brief ‘Local Area Activity**’ MINI- EVOLVE form (replacing the need for any paper based ‘signing out sheet’ and will audit all your LOtC activity)**