

Reckleford School

EDUCATIONAL VISITS POLICY

Overview

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum. They are an opportunity to extend the learning of all pupils, including an enrichment of their understanding of themselves, others and the world around them. They can be a catalyst for improved personal performance, promote a lifetime interest and in some cases lead to professional fulfilment. Educational visits are to be encouraged.

This school recognises its duty of care and statutory responsibilities for the health, safety and welfare of pupils, staff, volunteers, providers and members of the public in connection with educational visits for which it is accountable.

Purpose

- To ensure that every pupil has the opportunity to benefit from educational visits
- To ensure that all visits are safe, purposeful and appropriate to meet the educational needs of pupils taking part
- To enable the school to identify appropriate functions, responsibilities, training, support and monitoring for governors, staff, volunteer assistants, pupils and providers involved in educational visits
- To ensure that whenever appropriate, further advice is sought from the LA and from other technically competent sources.

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, Reckleford School :

- Adopts the Local Authority's (LA) document:
- **'SSC Outdoor Education and External Visits Guidance.'**
- Adopts **National Guidance www.oeapng.info** (as recommended by the LA).
- Uses **eeclive.co.uk**, the web-based planning, notification, approval, monitoring and communication system for off-site activities.
 - All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines.
 - Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Key Principles

Staff

- All visits will have a clear, recorded educational purpose and will be planned sufficiently well in advance in accordance with good practice and effective planning procedures as detailed in the **'SSC Outdoor Education and External Visits Guidance.'**

- The governing body will include in its role the support of school policy and procedures for educational visits including the reporting of visits
- The Headteacher will be responsible for the approval of all visits, or may designate this function to the Educational Visits Co-ordinator.
- A named and trained Educational Visits Co-ordinator (EVC) will be appointed to support the governing body and Headteacher. The EVC at Reckleford School is Ruth Culham, Senior Teacher. In the absence of a suitably trained Educational Visits Co-ordinator the head teacher automatically assumes this role.
- There will be a named and approved Group Leader (and where appropriate, deputy) on all educational visits. This Group leader will be specifically competent for the role as detailed in the '**SSC Outdoor Education and External Visits Guidance**'. The EVC will be responsible for all aspects of the planning, risk assessment and organisation of the visit. The Group Leader will assume full responsibility during the visit, including ongoing risk assessment
- The Group Leader will ensure when purchasing goods and services that appropriate checks are made and that insurance and financial procedures have been followed
- Details of any residential visits at home or abroad or day visits involving activities of a hazardous nature will be submitted to the LA for assessment/monitoring at least 1 month before the departure date.

Parents and carers

- The school will provide parents and carers with information about policy and procedures relating to the safe management of educational visits
- Parents and carers will be given sufficient written and supplementary information about educational visits to enable them to make informed decisions and give written consent together with medical and emergency contact details
- **Written consent must be obtained from parents for any educational visit that involves travelling in vehicles of any description.**
- Whenever appropriate for higher risk, residential and foreign visits a briefing meeting with parents/guardians will be arranged
- Expectations with regard to behaviour and codes of conduct will be explained to parents/guardians. This information will include the necessity of meeting additional costs and making collection arrangements in certain circumstances.

Pupils

- Wherever possible, pupils should be involved with the planning of an educational visit, establishing codes of conduct, assessing and managing risk and evaluating their own learning, development, attitudes and behaviour
- Pupils should be adequately briefed about aims, expectations and codes of conduct for all educational visits. Ongoing briefings are an important element of learning and safety.

Teacher Preparation

When planning a trip teachers are directed to the guidance available on the OEAP National Guidance which gives advice on all aspects of trip planning and provision. The teacher should carry out an exploratory visit beforehand.

Transport should be organised well in advance of the trip. Coaches should be booked with seat belts and pick up and drop off times should allow plenty of time. If the trip is weather dependant teachers should have an alternative plan.

When going on trips the teacher should ensure that they take the following with them:-

Class medical box, including medicines and first aid kit

Spare clothing if necessary

List of all trip participants

Contact number of the school

Emergency procedures sheet (See Appendix 2)

Mobile phones

A list of all trip participants should also be left at the school office, including identification of which coach they are on. The school will hold the emergency contact details.

Risk Assessments

The law requires an employee to take all reasonable measures to ensure, so far as is reasonably practicable, their own safety of those who may be affected by their actions in the course of their duties as employees.

A risk assessment is an essential tool in reducing the level of risk that staff and their pupils are exposed to. Only when the planned activity has been considered in conjunction with other information, such as predicted behaviour of pupils, different weather conditions and other variable hazards, can it be claimed that all reasonable steps have been taken to ensure the safety of your pupils and staff. The risk assessment document provides evidence that all appropriate factors have been taken into consideration.

There are three types of risk assessment:-

- ◆ **Generic** - provided by the LA in the form of guidance about Health & Safety.
- ◆ **Visit/Site Specific** -produced by the school. This applies to sports fixtures and educational visits.
- ◆ **Ongoing** - taking account of changing situations during or just prior to a visit. This involves objective observation, i.e.: realising a change in the weather, or subjective feelings, ie: realising the children are uneasy with an activity.

The risk assessment (visit/site specific) should be recorded, dated on **eeclive.co.uk** and approved by the EVC/Headteacher .The information within it should be communicated to all who take responsibility during the visit/activity. All the control measures must be implemented. The risk assessment must be shared with the helpers before the trip begins. (This takes the form of a verbal briefing. In addition all adults are expected to sign the Risk Assessment prior to leaving.). Children should also be informed about any apparent risk and given clear direction and expectations for behaviour.

Staff should be aware that risk assessment is a dynamic and ongoing process and risk needs to be reviewed throughout the trip and acted upon should circumstances dictate.

Frequent visits to local venues such as walking into the town centre may not need a risk assessment every time, but will need to be reviewed at regular intervals to take account of changes to the site.

Completed Risk Assessments are filed in the school office.

First aid

On a trip involving EYFS/KS1 pupils first aid has to be available and accessible. A first aid kit has to be taken along with staff willing and able to administer first aid. A qualified first aider must accompany all visits.

For Foundation trips a member of staff with paediatric training has to accompany the Foundation classes.

Every effort should be made to include pupils with special medical needs on school visits whilst maintaining the safety of all group members. Details of medical needs should be recorded and carried with the group. Health plans for pupils with severe medical needs should be taken with the group.

Supervisory ratios

The standard ratio for trips at our school is 1:6 in KS1 and 1:4 if possible in Foundation, however if the activity involves greater risk then the ratio will be decreased. Some children may require 1:1 support for behavioural and/or SEN. Whatever the length of the visit regular head counting is essential to ensure children are where they should be. This is vital before and after embarking on any type of journey.

Equal opportunities

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of SEN, disability, ethnic origin, gender, religion etc.

Information to and from parents

Parents must be invited to give 'informed consent'. Parents are asked to sign a consent form when the child enters school. This gives the school permission to take their child out into the local vicinity without the need for a separate consent form. The local vicinity is defined as that which is within easy walking distance. However staff should check that all parents have completed this form. A record is kept in the school office and class registers. Parents will still need to be informed that such a trip is taking place.

This **series consent** form must be signed by parents at the start of each academic year.

For trips that involve longer distances parents must give their consent for that specific activity. The teacher should therefore send out information well in advance.

This letter must:-

- ◆ Give clear information about what activities/sites the trip involves
- ◆ Seek the parents consent
- ◆ Make it clear that staff stay with the children throughout the visit

- ◆ Make it clear if responsibility is being passed over to an Activity Provider (in this circumstance event leaders should check the competency/qualifications of the provider)
- ◆ Establish if the child has any medical needs or circumstances not already brought to the school's attention
- ◆ Request an emergency contact number for the child on the day of the trip
- ◆ Ensure that parents have agreed to drop off/pick up their child at a specific time if outside school hours

Links

Although this policy focuses on the management of health, safety and welfare, educational visits are an integral part of the strategy for learning and the curriculum plan. The policy should therefore be linked to complementary policies concerned with such issues as equality of opportunity, special educational needs, social inclusion and staff development.

Further documentation and guidance is available at
'SSC Outdoor Education and External Visits Guidance.'
OEAP NATIONAL GUIDANCE

JANUARY 2018

Policy to be reviewed JANUARY 2020

SIGNED _____ (Chair of Environment)

SIGNED _____ (Headteacher)

EMERGENCY PROCEDURES FOR SCHOOL TRIPS

The teacher takes charge:

- ❖ Assess the situation.
- ❖ Safeguard the uninjured.
- ❖ Attend to the casualty.
- ❖ Inform the emergency services.
- ❖ Ensure that a staff member accompanies casualties to hospital.
- ❖ Ensure rest of group are adequately supervised.
- ❖ Notify police if necessary.
- ❖ Inform the school contact.
- ❖ School contact to get details and inform parents.
- ❖ As soon as possible record what happened.
- ❖ Complete accident report form.
- ❖ Do not speak to media or discuss legal liability.

If a child gets lost:-

- ❖ Gather the group together.
- ❖ Take a head count.
- ❖ Ensure group is safe and adequately supervised.
- ❖ Organise 'search' using people that know the child.
- ❖ Contact emergency services if necessary.
- ❖ Contact school.

