



# **Educational and School Visits POLICY**



## **Educational and School Visits Policy**

Date Policy was formally adopted	December 2023
Review Date	December 2026
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## **Changes since last policy review**

### **Section:**

1 - Reference to additional guidance on Evolve

4.2.8 - clarification around authorisation when visiting and LOTC badge holder

6 - consent form - change from the DfE electronic version to consent gathered through Arbor

9 - removal of cheques as a form of payment

Removal of Appendix 1 and replaced with Local Learning Area Statement

# 1 Introduction

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

- Read *THE 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/](http://www.oeapng.info/)
- The remaining parts should be referred to as and when guidance is sought.
- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

There are additional resources and guidance materials stored on Evolve (educational visits risk assessment website) that support the planning and delivery of educational visits.

## 2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and 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 Rodings Primary School, a range of educational visits and other activities are offered that add to what they learn at school.

## 3 Visits and curriculum links

3.1 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 children.

3.2 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: 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, 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;
- RE – visits to centres of worship, visits by local clergy.

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

## **4 Gaining approval for a trip**

### **4.1 Governors**

As part of their responsibility for the general conduct for the school, the Governing Board 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/EVC the responsibility to approve all other visits.

The Governors have adopted a charging and remissions policy.

### **4.2 The Headteacher or EVC:**

#### **4.2.2**

The Headteacher is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

#### **4.2.3**

The Headteacher should ensure that the aims of the visit are commensurate with 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

#### **4.2.4**

The Headteacher should ensure the suitability of all staff appointed to the visit.

#### **4.2.5**

The Headteacher should ensure that the visit leader fully understands their responsibilities.

#### **4.2.6**

The Headteacher should implement effective emergency contact arrangements.

#### 4.2.7

The Headteacher should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

#### 4.2.8

The headteacher 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:

Type of Visit	Approved By		
Overseas	EVC	Head	LA
Residential*	EVC	Head	LA
Adventurous*	EVC	Head	LA
Day Visit	EVC	Head	
Local	EVC	Head	

\* If the residential or adventurous activity provider has a LOTC badge the head can authorise the visit without the need for the LA to.

## 5 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 (ABTA bonded, AALA licence, Adventuremark, etc.)

## 6 Parental Consent :

OEAP National Guidance Document

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

'Parental consent on 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.'

Consent and notifications for educational visits, including adventurous and residential are completed by parents through Arbor.

## **7 Visits and staffing**

### CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist : [www.oeapng.info](http://www.oeapng.info) 3.3e-Visit-Leader-Check-List

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. For risk assessment guidance see [www.oeapng.info](http://www.oeapng.info) 4.3g Risk Management

## **8 The Visit**

### **8.1 On the day**

The school office will access Evolve to gain the following information:

- an amended list of children present and going on visit.
- full list of volunteers and 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 volunteers.

The Visit leader will:

- check children to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.

### **8.2 During the visit**

Young Children must be kept in escorted groups 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. If toileting issues arise, an approach could be to send young children into the toilets on their own but in small groups.

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Staff and supporting volunteers 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 adult must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

### **8.3 On return**

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to an area of the school grounds where children can be collected by parents and teachers can check them off, thus ensuring that each child departs with a known parent or appropriate adult.

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

## **9 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 County/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 that the visit may have to be cancelled. State when and how you would like to receive payment.

Some visits may incur vast amounts of money (example ski trip for 80 students £90,000). A formal approval from the SLT / School Business Manager must be sought before deposits paid.

## **10 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](http://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.

## 11 Transport

See guidance from OEAP NG -

[www.oeapng.info.pdf](http://www.oeapng.info.pdf)

4.5a-Transport-A-general-considerations

4.5c-Transport-in-private-cars

## 12 Emergency / Critical Incident Procedures

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.

- On return, the visit leader must comply with the school's normal accident reporting procedures.

## **13 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.

Such a process will help in the celebration of success as well as feeding into the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

# Local Learning Area Statement

## Local Learning Area

### General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module.
- do not require parental consent but parents should be notified that the activity is taking place. This can be simply done with a Class Dojo message.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

### Boundaries

The boundaries of the Local Learning Area are shown on the attached map below. This area includes, but is not limited to, the following frequently used venues:

- *Lords Wood (Forest School)*
- *Leaden Roding Village Hall and grounds*
- *St Michael and All Angels Church*



### **'No-go' areas within the Boundaries**

- There are no 'no-go' areas within this boundary

### **Operating Procedure for Local Learning Area**

#### **The following are potentially significant issues/hazards within our Local Learning Area:**

- Road traffic.
- Other people
  - o members of the public
  - o animals.
  - o Etc.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).
- Narrow paths around the village

#### **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 'Local Learning Area' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults. Although one adult may be considered if it is a very low risk activity such as sitting and observing in a field and the adult has a working mobile phone with them.
- Staff are familiar with the area, including any 'no-go' areas, and have practised appropriate group management techniques.
- Pupils have been trained and have practised 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.
- 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 either record the activity on EVOLVE (Local Area Visit module).
- A mobile is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, facemasks, bag for waste, tissues etc.)
- When crossing any fields only public footpaths can be used.
- Be aware that we have special permission, from the landowner, to cross the field leading to Forest school at Lords Wood.

## Glossary of Terms and Abbreviations

<b>Term/Abbreviation</b>	<b>Meaning</b>
<b>AALA</b>	The Adventure Activities Licensing Authority
<b>ABTA</b>	The Travel Association and formerly known as the Association of British Travel Agents
<b>DfE</b>	Department of Education
<b>ECC</b>	Essex County Council
<b>EVC</b>	Educational Visits Coordinator
<b>LA</b>	Local Authority
<b>LOtC</b>	Learning Outside the Classroom Quality Mark
<b>OEAP</b>	Outdoor Education Advisors Panel
<b>SLT</b>	Senior Leadership Team