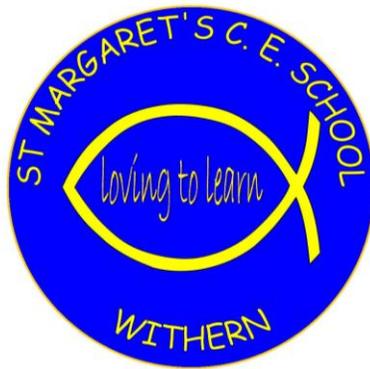


ST. MARGARET'S CHURCH OF ENGLAND PRIMARY SCHOOL



St Margaret's Church of England Primary School
- Educational Visits Policy -

Introduction

We believe that educational visits (offsite visits) are an integral part of the entitlement of every pupil at St. Margaret's to an effective and balanced curriculum. Offsite visits are defined as events that involve students being away from the normal school site, whilst in the care of St. Margaret's Primary school. This type of curriculum enrichment varies in duration from less than half a day to residential trips for 3-5 days both in the UK and abroad. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes St. Margaret's Primary School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change;
- Increased critical curiosity and resilience;
- Opportunities for creativity, developing learning relationships and practicing strategic awareness;
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other);
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish;
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence;
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts, i.e. encouraging pupils to become more risk aware as opposed to risk averse;
- Greater sense of personal responsibility;
- Possibilities for genuine team working including enhanced communication skills;
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments;
- Improved awareness and knowledge of the importance and practices of sustainability;
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Policy and Guidance

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. This policy Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE). The policy must be used in conjunction with the National Guidance (NG) published by the Outdoor Education Advisers' Panel (OEAP) found at <http://oeapng.info>. St. Margaret's Primary school uses EVOLVE, a web-based planning, notification, approval, monitoring and communication system for off-site activities.

Types of Visits and Approval

There are three 'types' of visit:

1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. Other non-residential visits within the UK that do not involve an adventurous activity, e.g. visits to museums, farms, theme parks, theatres, etc. These are entered on EVOLVE by the visit leader and submitted to the Educational Visits Co-ordinator (EVC) for checking. The EVC then submits to the Head Teacher for approval.
3. Visits that are overseas, residential, or involve an adventurous activity. These follow number 2 above, but the Head Teacher then submits the visit to the LA for approval.

Roles and responsibilities

The **Head Teacher** is responsible for:

- Ensuring approval for visits is given, including liaising with the LA where appropriate for adventurous and overseas activities;
- Ensuring that the governing body is made aware of all residential visits.

The **EVC** is responsible for:

- Ensuring educational visits meet the employer's and school's requirements;
- Setting up and managing staff accounts on EVOLVE;
- Uploading generic policies and school documents to EVOLVE;
- Assessing the competence of prospective leaders and staff;
- Supporting and challenging colleagues over visits and activities;
- Ensuring that risk assessment procedures meet requirements;
- Submitting the completed form on EVOLVE to the Head Teacher.

The **Visit Leader** is responsible for overseeing the supervision of the visit, including direct responsibility for pupils' and staff's health, safety and welfare and must:

- Be approved to carry out the visit, be suitably competent and knowledgeable about the school and LA's policies and procedures;
- Plan and prepare for the visit and assess the risks;
- Seek advice from the EVC where necessary;
- Enter the visit on EVOLVE to obtain permission from the EVC and Head Teacher prior to the visit date;
- Generate a risk management plan and share this with other adults on their visit.

The **Governing Body**'s role is that of a 'critical friend'. All overseas and residential visits should be discussed with the Governing Body beforehand.

The **Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

Monitoring

The Head Teacher is responsible for ensuring compliance with this policy and for the monitoring of visits organised by St. Margaret's school. The EVC is often best placed to carry out routine monitoring.

Induction and Training

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a visit leader role;
- All new staff to be provided with training based around the EVOLVE system from the EVC, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the EVC/Head Teacher will take into account the following factors:

- Relevant experience;
- Previous relevant training;
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency;
- Knowledge of the pupils, the venue and the activities to be undertaken.

The EVC will attend external training every 3 years in order to keep up-to-date with new procedures and legislation.

Risk Management

A risk assessment is a careful examination of what could cause harm to people, so that control measures can be put in place to manage the risk at an acceptable level.

Risk assessment should be based on the following considerations:

- What could go wrong?
- Who might be affected?
- What control measures need to be in place to reduce risks to an acceptable level?
- What steps will be taken in an emergency?

Visit Leaders must produce a risk management plan (RMP) for all visits and share it with all other adults on the visit. This may be a generic RMP, a specific RMP or a combination of the two. This should be completed on the EVOLVE system so it can be stored for future reference. Generic risk management plans are available via EVOLVE Resources as a starting point.

Emergency Procedures and Incident Reporting

Staff who are in charge of pupils have a duty of care to make sure that the pupils are safe and healthy. Visit leaders also have a duty of care towards the other adults on the visit.

Should an incident or emergency occur whilst pupils from St. Margaret's Primary school are on a visit, the visit leader will be responsible in the first instance for contacting the base contact in school. Should the visit leader think it necessary, assistance from external services, such as the ambulance or fire service should be contacted prior to contacting the base contact in school. The base contact's role in school is to provide assistance and advice to the visit leader and contact the Head Teacher or parents, if deemed necessary.

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is revised following any major staffing changes. When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention, then assistance will be sought from the local authority.

Parental Consent

Parental consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for certain other routine activities, e.g. walking to the chapel, memorial or village hall. Parents consent via a traditional paper consent form.

Specific (i.e. one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc.), so that consent is given on a 'fully informed' basis. As above, parents consent through a traditional paper consent form.

Inclusion

Educational Visits should be available to all students, regardless of background or abilities. Visit Leaders must ensure that their provision meets the requirements of the Equality Act 2010.

Insurance

As a school we buy back into the Lincolnshire County Council (LCC) insurance scheme and follow the LA's policy for insurance.

Finance

For all educational visits where a cost is required, the Head Teacher will consult with the School Bursar and decide on the price that parent's will be asked to pay. Each trip will be considered on an individual basis. Pupil premium children will have all educational visits supplemented as part of the school's pupil premium strategy.

Data Protection

Information about staff and participants, including recognisable photographs are subject to data protection law. It is vital for the health and safety of those involved in visits that relevant information is available to leaders and external providers for planning activities, and in the event of an emergency.

Parents/carers will be asked to provide up-to-date emergency contact details prior to every off site visit. This data will be shared with the visit leader and then destroyed upon completion of the visit by the School Administrator, in compliance with GDPR.

Implementation

This policy will be reviewed in full by the Governing Body on a three year basis.

This policy has been reviewed and updated in **May 2019**.

Next review date: **May 2022**.

Appendix 1 – School Learning Area

General

Visits/activities within the ‘School 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:

- do not require parental consent;
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below);
- should be recorded on EVOLVE if regular activities, e.g. gardening club, roast fruit Friday.
- do not need to be recorded on EVOLVE if these are ad-hoc activities.

Boundaries

The boundaries of the School Learning Area includes, but is not limited to, the following frequently used venues:

- *School grounds;*
- *Withern chapel;*
- *Withern memorial;*
- *Withern village hall;*
- *Meridian Leisure Centre.*

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- 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 Teacher, Senior Teacher or EVC must give verbal approval when an activity involves the school learning area;
- Only staff judged competent to supervise groups in this environment are approved;
- A blanket consent form, outlining the ‘School Learning Area’ is signed by parents/carers on an annual basis at the start of every new academic year.
- There will normally be a minimum of two adults. However a decision will be made based on the area and the age/maturity of the pupils.
- Staff are familiar with the area.
- Pupils 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.

- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- High-Visibility Jackets are worn when deemed necessary by the visit leader.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will ensure the base contact, in addition to the Head Teacher or Senior Teacher in school, is aware of which pupils and staff are leaving the premises, a proposed route and an estimated time of return.
- A (school) mobile is taken with each group and the base contact has a note of the number.

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the school administrator/bursar).
2. This nominated base contact will either be an experienced member of the school, or will be able to contact the Head Teacher/Senior Teacher at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. This Emergency Procedure is tested regularly and the base contact is briefed before all visits.

Appendix 3 – Blanket Consent Form

To ensure that we comply with Lincolnshire County Council Regulations for school visits and activities within our school learning area, please complete and return the form below to the school office as soon as possible.

School: St. Margaret's C of E Primary School, Withern

Child's name: _____ **Year:** _____

I hereby agree to my child participating in standard activities off the school site, but within the local learning area. The boundaries of the School Learning Area includes, but is not limited to, the following frequently used venues: *School grounds; Withern chapel; Withern memorial; Withern village hall and Meridian Leisure Centre.*

I understand that:

- Such activities will normally take place within the school day. Occasionally, if they are likely to extend beyond this, adequate advance notice will be given so that I may make appropriate arrangements for my child's return home.
- My specific permission will be sought for any out-of-school activities beyond those outlined above and which could involve commitment to extended journeys or times, expense or adventure activities.
- All reasonable care will be taken of my child in respect of the activity/visit.
- My child will be under an obligation to obey all directions given and observe all rules and regulations governing the visit/activity and will be subject to all normal school discipline procedures during the visit/activity.
- I will inform the school of any medical condition or physical disabilities now, and/or as and when they arise.
- I will inform the school of any change of contact details now, and/or as and when they arise.

Full name of Parent/Carer: _____

Signature of Parent/Carer: _____ **Date:** _____

Address: _____

_____ **Contact number:** _____