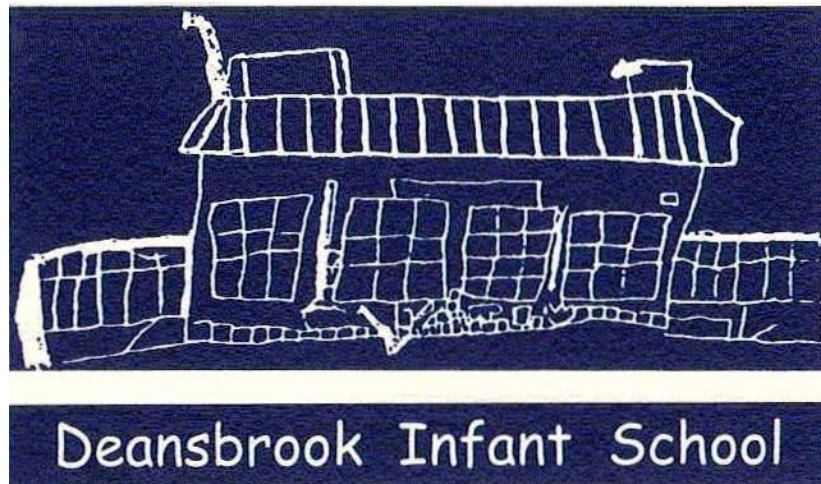


# Deansbrook Infant School



## Educational Visits Policy

Reviewed and ratified by the Governing Body: February 2024

Review Date: February 2026

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- DfE (2018) 'Charging for school activities'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- DfE (2013) 'Driving school minibuses'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Behaviour and Relationships Policy
- Health and Safety Policy
- Charging and Remissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy

## Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Deansbrook Infant 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:

- 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.
- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for creativity and developing learning relationships.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Opportunities for developing independence and self-confidence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## 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, Deansbrook Infant school

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**'. (2014)

2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for all residential educational visits.

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.

## Types of Visit & Approval

There are three 'types' of visit:

### 1. Visits/activities that are part of the normal curriculum and take place during the normal school day

As part of Deansbrook Infant School admission procedures, parents/carers sign consent for the school to take their child on visits/activities in the local area.

In addition to this, a further consent form is always required leading up to the event so that parents/carers are aware of the exact location, date and time of these excursions.

### 2. Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.

The EVC will follow school procedures as set out in this policy.

### 3. Visits that are residential, or involve an adventurous activity.

These are entered on EVOLVE by the visit leader and submitted to the EVC for checking who submits to the head for approval. The head then submits the visit to the LA for final approval.

## Roles and responsibilities

### Role of the Head teacher

**The Head Teacher** has responsibility for authorising all visits and for submitting those that are residential or adventurous to the LA for approval.

The Head teacher should liaise closely with the EVC:-

- delegating tasks,
- ensure close links with the Governing body,
- ensure that educational objectives are inclusive
- be aware of need to obtain best value
- ensure that the appropriate risk analyses have been carried out
- ensure that visits are evaluated
- ensure that the EVC keeps her informed of progress of visits
- ensure that EVC has appointed competent leaders of educational visits
- ensure that there is a contingency plan
- make time available for the EVC to arrange induction and training of staff
- review regularly the reporting of accidents on educational visits
- ensure that accidents are investigated
- ensure that the relevant emergency procedures are in place

### The Role of the Educational Visits Coordinator

**The Educational Visits Coordinator (EVC)** is Nicola Simon. The EVC will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters and will check final visit plans on EVOLVE

before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

This person shall:-

- Be appointed by and act on behalf of the Head teacher.
- Should be competent
- Be the principal contact with the LA
- Shall be involved in the planning of Educational Visits
- Should ensure that an appropriate school policy is in place for Educational Visits
- Attend training
- Ensure that Dfe and LA guidance is followed when planning and executing all Educational Visits
- Ensures that adequate records of Educational Visits are kept (records of injury to be kept until child is 21)
- Ensure that a preliminary visit is undertaken and that adequate risk assessments are completed for all Educational Visits
- Review systems and, on occasion, monitor practice

### **The role of Visit Leaders for Educational Visits**

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

Staff wishing to organise an Educational Visit must:-

- liaise with EVC / Headteacher prior to booking visit
- complete the relevant forms for EVC & Headteacher to approve and sign:
  - EV1 Educational Visits Form
  - Educational visits Checklist
  - Form Checklist for Headteacher & EVC
  - EV 5- events Specific Risk Assessments

For a residential educational visit, the visit leader should complete the relevant forms on EVOLVE .

- construct letters to parents providing information on:
  - the educational objective of the visit
  - place of visit
  - times of departure and return
  - lunch arrangements
  - cost of visit
  - appropriate clothing to wear
  - request parents to inform staff of any medical condition of their child
  - consent form
  - ensure that health and safety guidelines are strictly adhered to.
  - ensure that there is sufficient adult supervision for children. That is:
    - Y1/2 - 1 adult to every 6 pupils
    - Reception - 1 adult to every 5 pupils
    - Nursery - 1 adult to every 2/3 pupils
    - SEN - when necessary 1 adult to every 1-2 pupils

- Children with specific personal support in school should be accompanied by their support assistant, teacher or parent (remember to take Health Care Plan when necessary)
- ensure inclusion and access for disabled persons
- must take first-aiders on visit
- ensure that adequate first-aid equipment be taken on Educational visits, including asthma pumps etc.( see attached list).
- should make a preliminary visit in order to assess risks and inform themselves and other leaders of logistics of visit. If the visit centre provides a "risk assessment" carried out by them, check to ensure you are satisfied with the safety levels.
- meet with all staff and volunteers prior to visit in order to inform on matters regarding:
  - code of conduct of children and leaders health and safety
  - risks and assessment (completion of "ESRA-EV 5" and "Educational Visits Checklist")
  - programme for the visit (to include "Volunteers and Assistant Guidelines for Educational Visits/Group Information Sheet" plus map if appropriate)
  - emergency plans (assembly points, fire exits, medical facilities)
- ensure that all injuries are logged and filed accordingly, and that the EVC is informed
- know the number of children/adults on the visit and how many are on each coach (if using coaches)
- ensure that the visit leader has the 'emergency card' and in the case of residential visits, the emergency card (home contacts)
- review visit at end of trip and inform EVC of any relevant issues

### **Role of the Governors**

The Governing Body's role is that of a 'critical friend'.

It is good practice for the governing body to :-

- ensure that the relevant guidance and school policies are available in support of educational visits
- ensure that the Head teacher and EVC (Educational Visits Co-ordinator) are supported in matters relating to educational visits
- ask questions about any visit's educational objectives and how they will be met
- ensure that the visits are appropriately approved
- ensure that the Head teacher and the EVC have taken all reasonable and practicable measures to include pupils with special educational or medical needs on a visit

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

### **The role of First-aider**

This person shall:-

- attend a meeting prior to the visit to be informed on matters regarding code of conduct of children and leaders, health and safety, risks, programme for the visit and emergency plans
- make sure that a first-aider is on each coach

- inform the class teacher and Group Leader of any children's medical needs prior to the visit by checking class lists
- prepare first-aid kits for visits
- check that children's inhalers and epipens are given to the class teacher on the day of the visit
- ensure Health Care Plans are taken on the visit
- know the location of First Aid point at the visitors centre and report any accidents or medical concerns to the Group Leader and class teacher

### **The role of Parental Volunteers and Assistants**

The persons with responsibility should ensure the following:

- attend a meeting prior to the visit to be informed on matters regarding code of conduct of children and leaders, health and safety, risks, programme for the visit and emergency plans
- follow "Volunteers and Assistant Guidelines on Educational Visits" (see appendix)
- on the day of the visit keep to agenda on "Group Information Sheet" (see appendix)
- ensure that they feel fully informed about the visit and are happy with the risk analysis and health and safety procedures planned, and if not, to tell the Group Leader at the meeting so that it can be discussed and rectified.

### **The role of Persons with Parental Responsibility**

The persons with parental responsibility should ensure the following when their child is attending an educational visit:-

- Support the school in allowing children to attend educational visits.
- When a voluntary contribution is requested for a visit, provide the remittance or seek financial support from the school
- Ensure that children are adequately equipped, e.g. appropriate clothing, footwear etc following the school guidelines for each specific visit
- Ensure that children arrive in good time for the educational visit and that children are collected from school at the end of the visit at the time specified
- Ensure that they feel fully informed about the visit and are happy with the procedures planned, and if not, to meet with the organiser of the visit

### **The role of the pupils**

Children need to be taught to recognise, use, manage, explain and understand the responsibilities of the school, and their own personal responsibilities, when participating in educational visits. It is important for pupils to understand the rules and the responsibility they have in making the visit safe and a success. They should be aware of where they are going who will be the adult in charge of them and the expected standard of behaviour. They should also realise that educational visits are planned to be a fun and stimulating method of learning, but this is only achieved when all follow the rules appropriately.

The pupils should:-

- from the above establish rules and expected standards of behaviour on the visit
- wear school uniform on the visit, unless requested otherwise, and a school identity wristband/sticker and hi vis

## **Staff Competence**

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:

- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the 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.

## **Inclusion**

All children are given the opportunity to participate in educational visits. On a one day visit it is expected that all children in the class attend, unless their behaviour at the time involves a high risk to the safety and well-being of the staff and other pupils. In this case the parents will be informed and arrangements will be made to accommodate the child in the school environment during the day of the visit. It is our policy to do our best to accommodate children who require an above average level of support in meeting their needs.

## **Dismissal of pupils after evening activities**

When there is an evening activity the following dismissal procedures are put in place:

- Children are signed in on a register as they arrive at the activity
- The name of the adult picking up the child is recorded on the register and written on the back of the ticket
- At the end of the event the adult picking up the child must present the ticket
- The name on the back of the ticket must match the name on the register against the child being picked up
- Children are dismissed from different pick up points according to class/year group

## **Procedures in the event of an accident**

### **Significant incident or accident**

- Group Leader informs emergency contact (see emergency card)
- Headteacher informs parents and Chair of Governors

### **Serious injury/fatality or likely to attract media attention**

- Assess the situation
- Safeguard uninjured members of the group (including self)
- Attend to any casualties
- Call emergency services, if appropriate
- Contact the LA emergency contact number to report the incident and request assistance:

**London Borough of Barnet Emergency Contact : 0208 359 200**

## **Emergency procedures**

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 1). All staff on visits are familiar with this plan.

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.

## **Educational Visits Checklist**

*Deansbrook Infant School's* Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

## **Parental Consent**

Specific, (ie. one-off), parental consent must be obtained for all educational visits, including those to the local area. Sufficient information must be made available to parents, through letters, meetings etc. so that consent is given on a 'fully informed' basis.

## **Transport**

### **Use of staff cars to transport pupils**

In an emergency a member of the senior leadership team may transport a child in their private car

- Seeking evidence that the vehicle is roadworthy e.g. MOT certificate
- Seeking evidence that the driver holds an appropriate and valid license
- Seeking evidence that there is a valid insurance policy and the member of staff has 'business use' cover
- Ensuring that the parents have given consent for the pupil to be transported in a private car
- All documents should be kept in the employers file in the school office
- Another adult should always travel in the vehicle

## **Insurance**

Deansbrook Infant School has LA insurance for all school visits, including the Year 2 residential school journey.

When planning activities of an adventurous nature in the UK, the educational visits coordinator will check that the provider of the activity holds a current licence.

Insurance will be organised for every trip, no matter how short, to ensure adequate protection and medical cover is in place. Parents will be informed of the limits of any insurance cover.

## **Finance**

The financial procedures outlined in the school's Charging and Remissions Policy will always be followed when arranging trips.



The school will act in accordance with the DfE's guidance document 'Charging for school activities' (2018) and, therefore, will only charge for trips which are classed as an 'optional extra'. This is education provided outside of school time which is not:

- Part of the national curriculum.
- Part of a syllabus for an examination that the pupil is being prepared for at the school.
- Part of religious education.

Money for school trips will always be paid directly to the school. Under no circumstances should school trip money be processed through personal accounts.

All letters to parents regarding school trips will include a clause explaining what will happen in the event that the trip is cancelled or a pupil cancels their place on the trip.

In the event that the trip is cancelled due to unforeseeable circumstances, it is at the headteacher's discretion as to whether a refund is given to parents.

In the event that a pupil cancels their place on a trip, it is at the headteacher's discretion as to whether a refund is given to parents.

Where a pupil has previously cancelled a space on a school trip and received a full refund, the school has the right to refuse to allow the pupil to attend future trips and visits.

The school will take a common-sense approach to refunds and cancellations, ensuring that all pupils are treated equally. Any charge made in respect of pupils will not exceed the actual cost of providing the trip divided equally by the number of pupils participating.

Once trip arrangements are booked and confirmed, if contributions to a trip exceed the total cost of the trip, a refund will be given where the excess is greater than £1 per pupil. Any excess of expenditure will be subsidised by the school fund.

## Appendix 1 – 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 office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager 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. For visits that take place outside the School Learning Area, the visit leader will carry:  
An LA Emergency 'Card' (see EVOLVE Resources)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.