



Goodmayes Primary School

Educational Visits Policy

Agreed by Governors: Autumn Term 2019

Review Date: Autumn Term 2020



Context

We believe that educational visits are an integral part of the entitlement of every child 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 Goodmayes Primary School a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Developing their understanding of the local community
- Improvements in their ability to cope with change and novelty
- 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 giving them the tools and experience necessary to assess their own risks in a range of contexts.
- 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.

1. Application

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

In addition to this Educational Visits Policy, Goodmayes Primary School:

- a. Adopts the Local Authority's document: **'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'** (available via EVOLVE Resources). EVOLVE is the web based planning, notification, approval, monitoring and communication system, used by the LA, to which all staff have access.
- b. Adopts National Guidance www.oeapng.info (as recommended by the LA).
- c. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site visits.

All staff are required to plan and execute visits in line with this policy, Local Authority



policy and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at Goodmayes Primary School.

2. Types of Visit

There are three types of visit:

- a. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place in school or the local area during the normal school day. These follow the 'School Learning Area' Operating Procedure (Appendix 1).
- b. Other non-residential visits within the UK that do not involve an adventurous activity, e.g. visits to museums, farms, theme parks, theatres, etc.
- c. Visits that are overseas, residential or involve an adventurous activity.

3. Staff Competence

We realise that staff competence is the single most important aspect of safe visit management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role;
- Supervision by senior staff of some educational visits;
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether any member of staff is competent to be a visit leader the Headteacher will take into account the following factors:

- Level of relevant experience;
- Previous relevant training;
- The prospective visit 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.

4. Roles and Responsibilities

The Educational Visits Co-ordinator (EVC) is the Headteacher, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is supported with the administration of visits by Nicola Skinner, who has received EVC training. They are the first points of contact for advice on visit related matters. The EVC administrator will check final visit plans on EVOLVE before submitting them to the Head. The EVC administrator sets up and manages the staff accounts on EVOLVE and uploads generic school documents.



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

The Governing Body's role *is that of a 'critical friend'*. Governors receive termly details of educational visits that are planned or have taken place through the Headteacher's Report. Approval will be sought in advance from the Governing Board for all visits that involve an overnight stay.

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

Visit leaders are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process.

The Visit Leader must:

- Complete Proposed Trip Forms before making any commitments and return them to EVC administrator who will obtain permission from the Headteacher and record the plans on EVOLVE.
- Make appropriate checks of any third-party providers
- Ensure that class teachers arrange a pre-visit, if they have not visited the venue.
- Check that no changes to the venue have been made that will affect the trip.
- Ensure that their visits will comply with all relevant guidance and requirements set out in the policy and procedures and should seek advice from the EVC where necessary.
- Complete an Educational Visits Checklist before the trip goes ahead.

5. 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 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and 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.

6. Educational Visits Checklist

The 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'.



7. Parental Consent

The school obtains blanket consent for all off-site, non-residential visits as part of the admissions process; Information is sent home to parents/carers for all visits and confirmation of parental consent is obtained at each Key Stage.

8. Inclusion

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, the school will make every effort to ensure that s/he is included. We may seek guidance from parents/carers to help us adapt our programme and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

9. Charging / funding for trips

The costing of off-site activities should include any of the following that apply:

- Transport
- Entrance fees
- Insurance (if appropriate)
- Provision of any special resources or equipment
- Costs related to adult helpers
- Any refreshments the school has opted to pay for

For residential trips, the school makes a charge for board and lodging, additional insurance and specialist instruction for certain activities. For all other trips, parents/carers are asked to contribute, voluntarily, to the cost of educational visits. Parents experiencing financial difficulty are invited to speak in confidence to the Headteacher or a Deputy Headteacher. No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Only if an adequate response to the request for contributions is received, can the visit go ahead and the timetable for payment of contributions should allow for the Headteacher to make a decision about the final viability of the activity in reasonable time. Parental contributions are non-refundable in the event of pupils' non-attendance as the costings are based on the number of pupils in the class.

10. Transport

Transport to and from the venue must be included in the risk assessment for the visit. Transport arrangements will allow a seat for each member of the party.

(a) Use of Coaches and mini buses

It is school policy when using coaches or mini buses that are fitted with seat or lap belts and to insist that all those participating in the visit wear them. The coach or mini bus company used by the school on a regular basis must provide us with their policy detailing all the health and safety measures it routinely takes, including:

- The provision and required use of seat belts
- Proper insurance for the driver
- Details of first aid and emergency equipment



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- Breakdown procedures

(b) Use of Public Transport (bus, train or underground) The EV administrator will inform the train station of the travel plans. Pupils will wear high visibility jackets. ESRA – Event Specific Risk Assessments to be completed prior to each visit. (See Procedures)

(c) Use of staff vehicles to transport pupils – Staff are not to use their own vehicles to transport pupils to and from venues.

11. Insurance

Insurance purchased via the Local Authority is in place.

12. Other Topics

Swimming

Swimming lessons for Year 4 pupils take place at the Queen Elizabeth Olympic Park Aquatics Centre, Stratford. Boys and girls have separate communal changing rooms and a member of staff supervises from immediately outside the changing area.

Agreed by Governors: *Autumn Term 2019*

Review date: *Autumn Term 2020*

Signature _____
Headteacher

Signature _____
Chair of Governors



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, e.g. swimming lessons
- Do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area are shown on the attached map. This area includes the following frequently used venues:

- School Field
- Goodmayes Park
- All Saints Church
- Local streets

Operating Procedure for School Learning Area

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

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles rubbish etc)

These are managed by a combination of the following:

- The 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.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school.
- There is always a minimum of two adults.



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- Staff are familiar with the area, including any 'no go areas' and have practiced appropriate management techniques.
- Children have been trained and practiced standard techniques for road crossings in a group.
- Children are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Children's clothing and footwear is checked for appropriateness before leaving school.
- Staff carry student medical information and emergency contact details (collect this from the office on the way out).
- Staff will deposit in the office a list of all pupils and staff, a proposed route and an estimated time of return.
- A school mobile is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).



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 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.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. For visits due to arrive back outside of school hours, the visit leader will carry a list of parent/carer contact numbers to enable parent/carers to be contacted in the event of an emergency or later than expected return time.
5. Both the visit leader(s) and the base contact 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. The National Guidance role specific emergency action cards are carried by:
 - a. The visit leader
 - b. The first point of contact (e.g. the school office)
 - c. The EVC
7. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.