

Educational Visits Policy

St John's Green Primary School



Learn to Live, Live to Learn

Establishment type	Community Primary School
Name of establishment	St John's Green
Who is employer	ECC
Responsibility for offsite visits (possibly Head, EVC, or deputy head)	Headteacher
Date Trained	March 2017
Policy agreed	June 2019
Signed off by	Chair of Governors
To be reviewed	May 2020
Other Policies Related	Child Protection, Health and safety, Teaching and Learning DfE H&S advice on legal duties & powers November 2018

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1 Introduction

1.1 The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of St John's Green 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/

- 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.**

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 we 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 St John's Green Primary School school, we offer a range of educational visits and other activities 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 our 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 LEA: 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;
- ICT – 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.

- **Gaining approval for a trip**

4.1 **Governors**

As part of their responsibility for the general conduct for the school, the Governing Body 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:

www.oeapng.info 3.2c-Charges-for-off-site-activity-final

4.2 **The Headteacher or EVC:**

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

4.2.3 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 should ensure the suitability of all staff appointed to the visit.

4.2.5 should ensure that the visit leader fully understands his/her responsibilities.

4.2.6 should implement effective emergency contact arrangements.

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

4.2.8 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:

Residential Head **Yes** and formal approval by EVC and

Adventurous Head **Yes** and formal approval by EVC and

5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider.

www.oeapng.info 4.4h-Preliminary-visits-and-provider-assurances

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

www.oeapng.info 4.3d-Parental-Consent

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

Parental consent to 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.

Please note the DfE form for obtaining consent for Adventuuous, Residential, Overseas, or visits outside normal school hours:

<http://media.education.gov.uk/assets/files/doc/d/dfef20consent%20form.doc>

Parental Consent

The gaining of parental consent and the gathering of necessary information about visit participants has often been done at the same time using the same mechanism. This does not need to be the case. This document covers consent: when it is needed and how to evidence it has been given. For guidance on gaining and using participant information see the document 'Participant information' in section 4 of this guidance.

There is no requirement for visit leaders to carry evidence of consent on visits in the UK.

Gaining Consent

There are three different mechanisms to consider. How these three are used or combined is entirely up to the discretion of the employer or establishment. Some establishments will use one-off consent, others will prefer to use visit specific consent, while others will use a combination. In whatever way the various mechanisms are used, it is good practice to ensure that parents are clear about

- (a) how their consent will be sought when it is required and
- (b) how they will be given information on visits.

1. No consent required.

With the exception of nursery age children, schools are **not** required to obtain consent from parents for pupils to participate in off-site activities that take place during school hours and which are a normal part of a child's education, such as local studies and visits to a museum or library etc. While parents do not have the option to withdraw their child from the school curriculum, it remains good practice to inform parents that a visit or activity is to take place (see 'informing parents' below).

Schools should be aware that asking for consent when it is not needed can lead to some parents assuming they can withhold consent and so withdraw their child from a curriculum visit when this is not the case.

Consent **is** needed for all visits organised by establishments other than schools and also by nursery schools. Consent **is** needed by schools for visits taking place outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity.

2. One-off or blanket consent

The Department for Education (DfE) has prepared a one-off consent form to be signed by the parent on enrolment of their child in a school. This form is intended to cover all types of visits and activities where parental consent is required. St John's Green Primary School has adapted this form to send out to all parents.

One-off or blanket consent provides evidence that parents have consented in advance to all visits and activities, which require their consent. It is essential that such blanket consent be turned into informed consent prior to any visit. Therefore, where one-off consent is used, parents must be given information about the visit and their child's proposed participation, and given the opportunity to withdraw their consent should they not wish them to participate. Careful consideration should be given to the administrative arrangements. The details of the visit to parents will be a reminder of consent given and could also be an opportunity to update participant information.

Activities that involve a charge, or that include payment or cancellation terms, will need agreement by parents to the financial arrangements. Such activities could be treated as visit-specific (see below) if preferred.

3. Visit-specific consent

While one-off consent can be used for virtually all visits there are situations where consent for a specific visit may be required. These include some visits abroad and some visits involving third party provision (for example an outdoor education centre) where the provider requires their own consent forms to be signed. In this case information about the visit can be provided to parents and their informed consent given on that basis.

Recording Consent

Consent may be recorded on paper (e.g. one-off or visit specific consent forms, tear off slips on letters) or electronically. Whichever way consent is recorded, proper consideration must be given to correct storage of personal information and to its retention. For guidance on retention of information see 'Retention of documents' in section 6 of this guidance

Visits abroad

For visits abroad, proof of parental consent may be requested by medical professionals prior to carrying out treatment. Establishments should enquire if this is the case for the country to be visited and, if unsure, use visit specific consent and take copies of consent forms with them. For visits to some countries it may be necessary for visit leaders to provide evidence of their responsibility for the young people in their party.

Curriculum Visits involving Religious Education or Sex and Relationship Education

Parents have a right to withdraw their children from Religious Education lessons, from collective acts of worship and from some elements of Sex and Relationship Education, but not from the National Curriculum. This means that parents do not necessarily have the right to withdraw their child from a visit to, for example, a place of worship, if this visit forms part of the school's delivery of the National Curriculum. It is therefore important for visit leaders to be clear about the purpose of the visit, including the wider personal, social and cultural benefits and its link to the curriculum.

Informing Parents

Schools are required to deliver a broad and balanced curriculum to their pupils and it is widely understood that it is not possible to do this effectively without making full use of the local environment and community, within which the school is set. Regular and frequent curriculum visits and activities, off the school site, should therefore be the norm and it would be unreasonable for schools to inform parents of each particular excursion. For these visits, which do not require parental consent, it is good practice to inform parents, perhaps when they enrol their child, or annually through prospectus, policy document or web site, about the way the school uses the local environment and the fact that their child will not always be on the school site but could be learning somewhere in the wider community.

Where consent is required the key is to provide parents with sufficient information to make an informed decision about the participation of their child. Such information may be given in a variety of ways, as the information needed by parents will depend on the nature and complexity of the visit. For example, regular sports fixtures or cultural visits may involve information being given for the season or for the term ahead with parents being informed of any changes to this as they occur, perhaps by note, phone, email, text etc. For more complex visits specific information letters will be needed and for the most complex or adventurous visits a combination of written information and briefing/information meetings may be most appropriate.

Inevitably last minute opportunities will arrive for exciting learning opportunities and the mechanisms for communicating with parents and gaining informed consent should support these. Verbal consent via a telephone call is perfectly acceptable in such a situation but it would be wise to note the time and date of the phone call, who made it and who gave consent.

7 Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist :

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 4.3g Risk Management

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Visit Leader Training

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. An EES for Schools online learning module is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity. (See EVOLVE Homepage for more detail) This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

8 The visit

8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- check children out of classroom 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 escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place. (e.g. Yr 11 working in groups of 4

minimum – responsibility to support each-other may be suitable and sufficient for a delimited area in a town centre.)

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not 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.

Escorts 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 escort 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 area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

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 Finance 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 LEA, 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 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 School Transport Policy -

Also see guidance from OEAP NG -

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 in to 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.

Reviewed:	Spring 2019
Next revision due:	Spring 2022

Appendix 1 - Extended Learning Locality (Local Area Visit)

For any very local visits the school draws up Risk Assessments to manage and mitigate risks.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- 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/Deputy/Assistant Headteacher 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 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and 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.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- 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 deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- Mobile Phones are taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- When crossing the Avenue of Remembrance children must be separated into groups of 15.




St John's Green Primary School
Learn to Live, Live to Learn

Headteacher Mr Simon Billings
 Deputy Headteacher Mrs Tina Bourne
 Assistant Headteacher Mrs Fiona Bullivant

**We ♥
 Maths**

we are all
 writers ...

We are growing
 our learning 

Telephone: 01206 762884 Fax: 01206 570760 Email: admin@st-johngreen.essex.sch.uk Website: <http://st-johns-green.eschools.co.uk>

CONSENT FORM FOR SCHOOL TRIPS AND OTHER OFF-SITE ACTIVITIES

Please read, sign and date the form below if you are happy for your child,

- 1 To take part in school trips and other activities that take place off school premises; and
- 2 To be given first aid or urgent medical treatment during any school trip or activity.

The consent form includes

- All visits (including residential trips) which take place during the holidays or a weekend
- Adventure activities at any time
- Off-site sporting fixtures outside the school day

Pupil Name	
Class	
Date of Birth	
Home Address	
Telephone No	
Name of Parent/Guardian	
Where Parent/Guardian may be contacted during visit if not at home	
Second Contact - Name & Telephone No	
Doctor's Name, Address & Telephone No	
Date of last Tetanus injection	
Any medical information we should be aware of i.e. diabetes, asthma, anaemia, allergies, phobias YES/NO - If yes, please state	

St John's Green Abbey Fields Site (Years F, I, 5, 6)
 5 Circular Road East
 Colchester
 CO2 7SZ

St John's Green Town Site (Years 2, 3, 4)
 St John's Green
 Colchester
 CO2 7HE

Any other information/requirements we should know about	
Signed: Parent/Guardian	
Date	

NOTE: This consent will remain in force whilst your child remains at St John's Green Primary School, unless specifically withdrawn by their parent or guardian.

IF ANY DETAILS CHANGE, PLEASE CONTACT THE SCHOOL AS SOON AS POSSIBLE. THANK YOU.

Please note that schools are no longer required to obtain written consent from parents for children to participate in off-site activities that take place during school hours, and which are a normal part of your child's education. This includes but is not restricted to local studies, visits to a museum, library etc. Parents **do not** have the option of withdrawing their child from the School Curriculum.

We will notify parents whenever we are taking children off the school site as part of their learning.

St John's Green Abbey Fields Site (Years F, I, S, 6)
5 Circular Road East
Colchester
CO2 7SZ

St John's Green Town Site (Years 2, 3, 4)
St John's Green
Colchester
CO2 7HE

SPECIFIC VISIT RISK ASSESSMENT

(This form should be completed, in addition to any generic risk assessments that might be used, to record the risks associated with a specific visit, taking into account the particular activities undertaken, the locations visited, and the individuals involved – add extra sheets if necessary).

Educational visit to:	Date(s):
Name of leader(s):	Ages/year group(s) of young people:

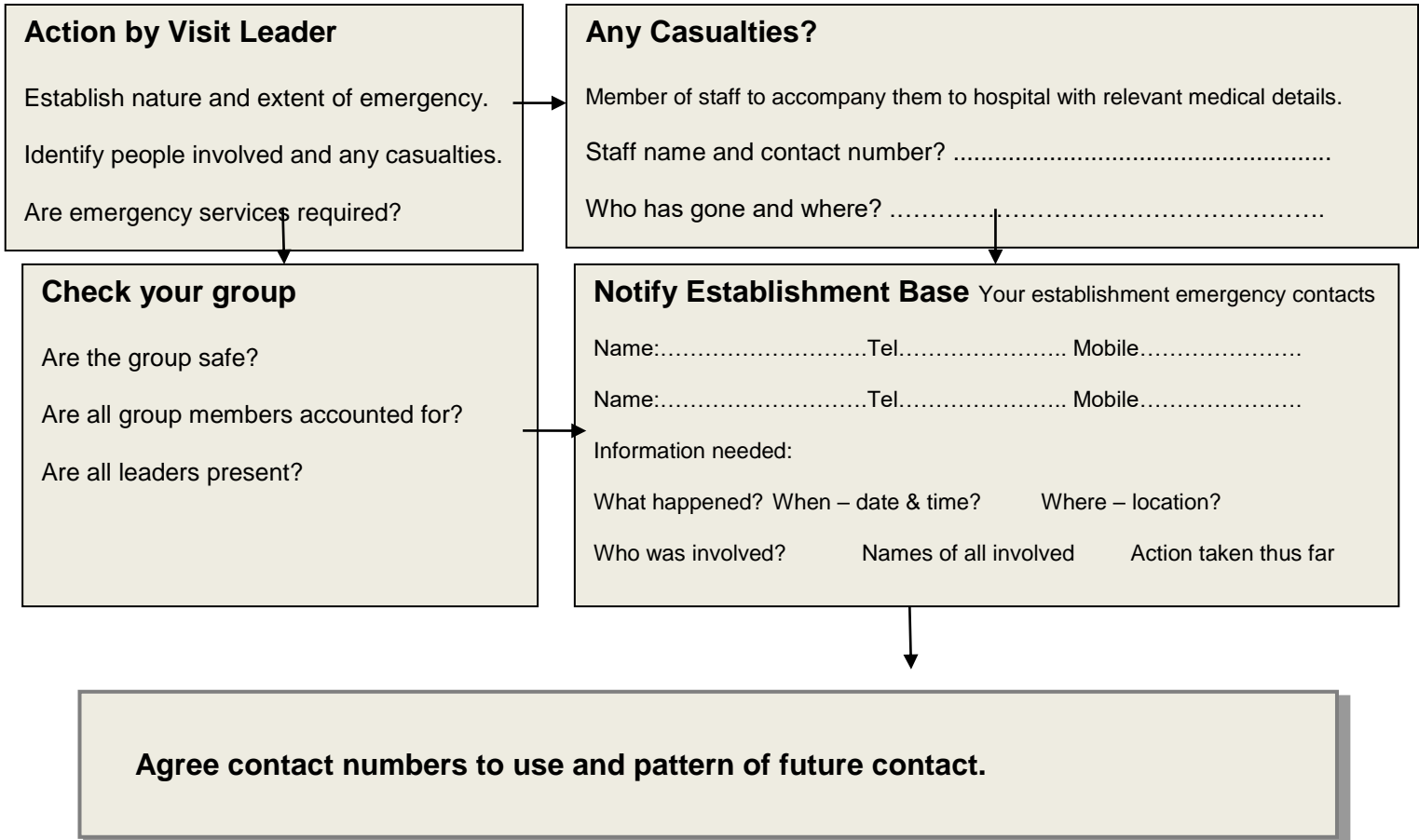
LA generic risk assessments followed for this visit: e.g. Travel by coach + Visits to the coast + Residential accommodation	Other site specific risk assessments followed for this visit (please attach): e.g. Robin Hoods Bay beach RA (created by Geog Dept 2 years ago) + Whitby YH provided RA for accommodation
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Specific individuals at risk i.e. anyone who may be at particular risk of harm, or might present a hazard to others e.g. Bob Jones - occasional epileptic seizures – risk of injury when falls or during seizure	Precautions and control measures i.e. steps that will be taken to reduce the risk of harm to an acceptable level e.g. Bob Jones – ensure medication taken – staff/pupils all aware and trained to provide gentle support and padding
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Time / place / activity i.e. when/where/why at risk of harm e.g. Tues a.m. – Whitby – fossil hunt	Significant hazards i.e. how might people foreseeably be harmed? e.g. use of hammers → rock splinters in eye	Precautions and control measures i.e. what steps will be taken to reduce the risk of harm to an acceptable level? e.g. all participants required to wear goggles and helmets	Overall risk acceptable? (Yes or No?) i.e. has the risk of harm been reduced to a reasonable and acceptable level?

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

