



Cockfield CEVC Primary School Educational Visits Policy

February 2018
Review as necessary and keep up to date

Document Control

Updated:	March 2018
Person responsible:	Head teacher
Written by:	T HARKIN
Monitored by:	Head teacher
Reviewed by:	FGB
Next review:	March 2020
Adopted on:	
Signed:	

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 Cockfield CEVC 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 meaning making, 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. ie. 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.

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, Cockfield CEVC Primary School:

1. 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).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), 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

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

Roles and responsibilities (This section needs to explain who does what in your school. It has been written with maintained schools in mind, and so will need to be amended for non-maintained schools).

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 certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Trudie Harkin, who 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. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher/EVC has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Governors can fulfil their responsibilities in terms of challenge by asking questions of the subject leaders and the Head teacher through the FGB. Governors are encouraged to attend visits. Support and guidance for Governors is also available through the website www.oeapng.info. Individual governors may request 'read-only' access to EVOLVE.

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.

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:

- 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 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:

Cockfield CEVC Primary School

- 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.

Approval

The approval process is as follows for each type of visit:

1. Local visits will be subject to a generic risk assessment this is adapted according to the children and conditions on the day. Ad hoc activities are encouraged providing the risks have been assessed and discussed with the EVC.
2. Day visits within the UK that do not involve an adventurous activity are subject to a pre site visit where possible, and a risk assessment is submitted to the EVC for checking at least 48 hours in advance of the visit.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

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 teachers on visits are familiar with this plan and it is tested at least 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.

Educational Visits Checklist

Cockfield CEVC Primary School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. 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'. Cockfield CEVC Primary School's Educational Visits Checklist may be downloaded from the Teachers Share – File name EVC.

Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1). Parents have the option of consenting online, or through a traditional paper consent form.

Specific, (ie. 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 have the option of consenting online via email or through a traditional paper consent form.

However it should be noted that during school hours the school are able to take a child on a school trip without written or verbal consent, providing they have given notice to the parent and providing that visit forms part of the curriculum.

Inclusion

Reference should be made to our Equality Policy 2018. Whilst we try to include all children in our activities, if they are a risk to themselves or another child or adult they will be excluded from a visit or trip.

Charging / funding for visits

We will ask for a voluntary contribution from parents/carers. We will use Pupil Premium spending to support a child's contributions. We will run visits if we have sufficient voluntary funds to cover the cost of the trip.

Transport

Transport will be through hired coach companies with a driver or the local hired self-drive minibus. Mrs Maskell and Mrs Harkin hold the local Community licence to drive the mini-bus. Arrangements are made through Cockfield Community Council when hiring. Annual checks are made to confirm the mini bus is insured and has a current MOT. Pre checks are completed by the Community Council.

When using the mini bus a second adult will attend on the outing, either following by car or in the mini-bus.

If public transport is used a risk assessment should consider that all reasonable precautions have been taken to ensure the safety of the children.

Use of staff cars to transport pupils – checks are made by the EVC that the member of staff has business insurance cover, a current MOT and all seat belts work. Attention is given as to whether the child requires a booster seat.

Insurance

Insurance is arranged through the LA for residential visits.

Other topics:

eg. **Swimming Lessons** A risk assessment is completed for every group going swimming, on an annual basis. Two adults are taken to supervise the changing of the children. Instructions are received from Suffolk Norse as to the procedures to follow.

eg. **Dismissal of pupils after evening activities. Arrangements must be agreed in advance.** The adult leading the activity/visit must ensure that the approved adult collects their child from the venue or school.

Cockfield CEVC Primary School

Signed _____ Headteacher

Signed _____ Chair of Governors

Date _____

Review Date March 2019

Appendix 1 - Extended Learning Locality

Boundaries

The boundaries of the locality include the following frequently used venues:

Earls Meadow
St Peters Church
The Congregational Church
The Post Office and walks in the village

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the visit approval process on each occasion, provided they follow the below Operating Procedure.

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/EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. E.g Teaching staff.
- 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. In the event Birch Class are visiting St Peters Church this can be limited to one adult.
- 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 confirm to the office before departure which pupils and staff are out on the trip, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number.

Cockfield CEVC Primary School

- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- When crossing the road to Earls Meadow, adults will form a tunnel, wearing florescent jackets, stopping traffic at the war memorial before crossing. When Reception or KS1 children attend a car will be taken and parked at a nearby field in the event of an emergency.

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 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 through both desk top exercises and periodic scenario calls from visit leaders.