



# EDUCATIONAL TRIPS AND VISITS POLICY

## CAPTAIN WEBB PRIMARY SCHOOL

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Agreed By	FGB		07/10/20

# **CAPTAIN WEBB PRIMARY SCHOOL**

## **Educational Trips and Visits Policy**

### **1. Context**

We believe that educational visits are an integral part of the curriculum and learning experience for every child. Appropriately planned visits enhance learning and improve attainment, and so form a key part of what makes Captain Webb 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 and 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.

Our priority at Captain Webb Primary School is to ensure that all visits are Safe, Educational and Enjoyable!

## **2. 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 Captain Webb Primary School:

- Adopts the Local Authority's (LA) document
- Adopts National Guidance [www.oeapng.info](http://www.oeapng.info)

All staff are required to plan and execute visits in line with this school policy and National Guidelines. Staff should be familiar with the roles and responsibilities outlined within the guidance and agree to adhere by them.

## **3. Types of Visit & Approval**

There are three 'types' of visit:

- **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- all staff to use the Event Specific Notes and Risk Assessments.

- **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 recorded, by the visit leader, on E-Visits site and submitted to the EVC for checking.

The EVC then submits to the Head for approval.

- **Visits that are overseas, residential, or involve an adventurous activity.**

These follow point 2 above, but the EVC then submits the visit to the LA for approval.

### **School sleepovers:**

Any school facility used for sleeping must be equipped with an automatic fire alarm system with smoke detectors and manual call points. This includes school halls and classrooms that will only occasionally be used for sleeping.

There should be a meeting with parents to inform of the plan so they feel comfortable and well informed.

During the sleepover the Head must accompany the lead teacher. There must also be one paediatric first aider due to Health and Safety.

## **4. Roles and responsibilities**

**Visit leaders** are responsible for the planning of their visits, and for completing the correct forms (**Forms 16A – F**) at least **21 days** prior to the visit.

They should obtain outline permission for a visit from the Head Teacher 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. All risk assessments must be seen by the EVC and the Headteacher at least two weeks before the visit to check all risks are actioned.

Further information on the visit leader role is available at <https://oeapng.info/visit-leader/>

**All teachers in the year group must carry out the risk assessments together.**

The visit leader is responsible for ensuring a **benefit/risk** assessment is carried out (**Form 16C**) and that it is signed by the EVC and Headteacher at least 14 days in advance of the visit. The risk assessment will include the ratio of adult to children supervision, the additional needs of children with behavioural/medical conditions, and the number of first aiders.

The visit leader will share information with all staff involved in the visit.

The visit leader is responsible for ensuring the Emergency Contacts, their mobile phone, first aid kit and pupil medication are taken on the visit.

It is the leader's responsibility to inform the school when they have arrived at their location, and when they leave to return to school. In case of any delays the school must be informed to update the Headteacher, EVC and parents.

After the visit, leaders must ensure they inform the EVC and Headteacher of how the trip went by completing an evaluation sheet **Form 16H**.

**The Educational Visits Coordinator (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 before submitting them to the Head. The EVC retains the trip paperwork.

Further information on the EVC role is available at <https://oeapng.info/evc/>

**The Head Teacher** has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the school's insurers to gain approval.

Further information on the Head's role is available at <https://oeapng.info/head-manager/>

**The Governing Body** will approve the Educational Visits policy and will ensure it is reviewed annually. They will also approve residential visits.

Further information on the Governing Body's role is available at <https://oeapng.info/governors/>

**The Local Authority** – we adhere to the guidance issued by the LA and will submit paperwork for all visits that are either overseas, residential, and/or involve an adventurous activity.

## **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 (Emergency card- visit leader -see Appendix 1). The card is located in the Main Office. 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 LA Media and Critical Incident teams.

Appendix 2 is an Emergency card for the establishment, which is also located in the Main Office.

## **5. Food**

The school will provide a packed lunch for children on Universal and normal free school meals. Children in KS2 should either order a packed lunch or bring their own. No nuts should be included in packed lunches. No fizzy drinks should be included.

**Food should not be shared with other children due to health and safety and allergies.**

## **6. Supervision**

The teacher who leads the trip must not have his or her own group of children. It is important to have a sufficient ratio of adult supervisors to pupils. The following ratio of adults to children should be used:

- Nursery: **1:2**
- Reception: **1:4 day**
- School years 1 - 3, **1:6 day** (overnight's minimum **1:6**)
- School years 4 - 6, **1:15** (overnight's minimum **1:10**)

Children who need support 1:1 (i.e. children with Special Educational Needs)

Whatever the length and nature of the visit, regular head counting of pupils should take place. The visit leader should establish rendezvous points and tell adults, groups and pupils what to do if they become separated from the party.

### **Additional support:**

Parent helpers are welcome on educational visits (on completion of **Form 16G**) and will attend a briefing with the teacher before the visit. Helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times. All parent volunteers to be given an 'Educational Visits' information leaflet to ensure what their roles and responsibilities are during any visit.

## **7. Mobile phones and social network**

- Under no circumstances should any adult use their mobile phone to take photographs or make phone calls.
- No photos should be posted on social media such as 'Facebook' and 'Twitter' and instant messaging services such as 'WhatsApp'.

- **(Only the Lead teacher and class teachers will have the phones switched on to communicate with the school or in case of any emergency).**
- Any information about a child should only be passed onto the child's parent or guardian through the class teacher or Head teacher.
- If you need to make an emergency call please speak to the Lead teacher who will support you in any way possible.

## **8. First Aid**

First Aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit.

Trips for the Early Years must have at least one qualified Paediatric First Aider.

For adventurous activities, there should be at least one trained first-aider in the group.

## **9. Parental Consent**

Parents should be given information about the purpose and details of the visit at least two weeks in advance. Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

Specific, (i.e. one-off), parental consent must be obtained for all visits. The visits must include sufficient information, which must be made available to parents- via letters, meetings, etc. so that consent is given on a 'fully informed' basis.

## **10.Inclusion**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

At UCPS we will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. We will work with families to find ways so that all children can attend educational visits.

## **11.Farm/Animal Visits**

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Refer to OEAP National Library: '*Preventing or controlling ill health from animal contact at visitor attractions- Advice to Teachers*' and associated documents. Refer to: Farming & Countryside Education: [www.face-online.org.uk](http://www.face-online.org.uk)  
'Farm Visits' in National Guidance [www.oeapng.info](http://www.oeapng.info)

## **12.Charging/funding for visits**

### **Day Trips**

Parents will also be asked for a **voluntary** contribution. Year Group Leaders need to ensure they plan for trips with their teams but make sure they only pay for one if need be.

### **Residential Trips- Essential**

For residential trips which are essential to the National Curriculum, statutory RE or in preparation for prescribed examinations, a charge will be levied for board and lodging.

### **Residential Trips- Non-Essential**

For residential trips which are non-essential to the National Curriculum, i.e. Arthog, a charge will be levied for activities, board and lodging as charged by the provider.

## **13.Transport**

### **Travelling on public transport**

When travelling on via public transport the leader must contact a member of staff at the station to inform them that they are on a school trip and ask to escort them to the correct platform and to inform them of their destination.

Leaders must ensure all children and staff are on the public transport and board once it is safe. Once the children have boarded the transport they must be seated wherever possible, all staff and volunteers to give priority to the children.

If at any point whilst using the transport that a group of children are left behind with an adult- the rest of the staff and children on board must get off at the next station and wait until the leader arrives. The leader must inform the school immediately or whenever possible.

**Use of staff cars to transport pupils – CWPS do not use private cars to transport pupils.**

### **Insurance**

The school will hold insurance for trips. For adventurous trips or trips abroad or residential, the school will ensure that sufficient insurance is in place.