



St Mary's CEP Prestwich Educational Visits Policy

Mission Statement

Our mission is to be an outstanding school; providing high standards of learning for all; giving excellent care and attention for each individual; promoting self-confidence; and serving God's World.

What is an Educational Visit and what is its purpose?

A visit is educational when it supports or enhances the classroom learning of the children, extending or deepening their understanding of the topic studied in class.

Context and Aims

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 St Mary's 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:

- Provision of links to the community either by community visitors coming into school OR by pupils visiting sites in the community;
- 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, St. Mary's:

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 & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
This is deemed to be within a 3km radius of school.
Normally these visits would involve pupils walking to venues and are covered by the 'out and about' section of this policy.
2. **Other non-residential visits within the UK that do not involve an adventurous activity.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the Head authorises and then submits to the LA for approval.

Roles and responsibilities

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

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

The EVC has responsibility for authorising all other visits via EVOLVE.

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

Governors read and question the Educational Visits Policy at sub-committee meetings.

Governors also read, question and approve risk assessments (including staffing) and contact arrangements for any residential visits.

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 plan and organise trips or risk assessments with an experienced visit leader.
- 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:

- 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.

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.

Educational Visits Checklist

St Mary'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'. St Mary's Educational Visits Checklist can be found at Appendix 3.

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. (radius of 3km from school)

The school obtains blanket consent at the start of each year for certain other routine activities, eg. after school fixtures 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, through a traditional paper consent form.

Inclusion

We believe that all pupils should have access to school off-site visits. To this end, pupils in receipt of PPG will have half of the cost for any trip paid from the PPG. Pupils who are in receipt of the higher level PPG may have the full cost paid - to be negotiated with the Headteacher.

Charging / funding for visits

School will only run visits if they get sufficient voluntary contributions to break even etc.

For some trips, the children may raise funds through sales or organising discos in order to offset some of the cost.

Review

After all visits, staff should conduct a review. This should encompass:-

Whether staffing ratios were appropriate;

What went well;

What could be improved - and how to improve it;

Any risks which had not been anticipated by the risk assessment;

Any particular hazards which should be reported to the visit provider.

Should the visit be repeated, the new risk assessment should be informed by these procedures.

Safety

St Mary's follow the COSHH guidance 'be safe' and schools health and safety guidelines.

Insurance

Local Authority insurance applies.

For residential trips, the tour operator provides extra cover.

Policy Written by E. Goldsmith

November 2016

Reviewed: October 2018

Policy review date: October 2020

Appendix 1 – Preparation

- Before the trip, the **children** will be encouraged to pair up with a friend. The pair should stay together whilst walking around the streets and the pair should stay with the party. IF they are separated from the party, at least they will not be alone.
- The **school mobile phone** will be carried by an adult and another member of staff in school will be designated as the contact person through whom all contact with parents will be initiated.
- Before the trip, the **children** will learn the procedure in case they get lost: they should ask for help from a policeman or from someone in the uniform of a guide at the visit site.
- An **adult** from the party will go to collect the lost pair, once located.

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. 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.

Appendix 3 - 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 Procedures in this policy).
- do not need to be recorded on EVOLVE

Boundaries

The boundaries of the School Learning Area includes, but is not limited to, the following frequently used venues: *e.g.*

- *St. Mary's Park*
- *Prestwich Library*
- *Prestwich Precinct*
- *Rectory Lane*
- *Tesco*

Operating Procedure for School Learning Area

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

- 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).
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These are managed by a combination of the following:

- The Head, or 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 on Evolve, by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of one adults to 10 children for years 1-6 with a higher ration of adults to pupils for Early Years children.

- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group 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 School Learning Area 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.
- The school mobile is 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 road outside school, when appropriate, the school crossing patrol or police officers will be asked to assist - all groups of children must be crossed at the crossing.

Appendix 4 - Out and about - walking beside and crossing roads.

- The **adults** will position themselves flanking the children as they cross, with one at the rear of the line to ensure that all cross safely.
- No one will cross the road until all the party are ready to move; this avoids a long straggling line of children and makes the manoeuvre quicker.
- Where possible, use will be made of Zebra/Pelican crossings or a police officer may be asked to stop the traffic.

Appendix 5 - Using Modes of Transport

Coach

- Emergency Exits will be pointed out by **staff** to the children. **Children** will count themselves onto the coach - this should make sure that we never leave a site leaving someone behind, in the children's minds it also reminds them that we have to stay together and keep checking we're all together.
- On the coach **children** must wear seat belts - if there is a problem, an **adult** will go to them and not vice versa.
- When the coach stops, no one will stand or move from their place until told to do so and children on one side of the coach will move together, to avoid pushing and crushing in the central aisle.
- Children are most restless on the way home - staff may organise activities to help pass the time.

Residentials

- On residential trips where the coach is used for several days, to avoid the possibility of anyone slipping down the coach aisle on polythene sweet wrappers, the **children** should have a spare plastic carrier bag to use as a rubbish bag - apart from the hazard (which is a low level risk), if we are to use the coach for several days, we ought to keep it tidy and have some consideration for the driver who will have the job of cleaning up.

Tram

- Staff and pupils will board via the same door.
- An adult will board first and an adult will board last. This will ensure that, should the doors close, there will be an adult with children on the tram and one still with children on the platform.
- Where possible all children will be seated - as close to each other as possible.
- In the station, pupils will wait well away from the platform edge and move around in a line of pairs.

Cars

Use of staff/parents' cars to transport pupils

- At the start of each school year, staff and parents will be canvassed to find volunteers to transport children to sports' events.
- Each volunteer will be asked to show proof of insurance and, where appropriate, an MOT certificate. Parents will be DBS checked.

Appendix 6 - Other topics

Swimming

The coach will park up on the same side of the road as Bury Leisure Centre to avoid the party having to cross the road. The children will then walk the short distance (50m) from the coach to the leisure centre, a staff member will be last off the coach to ensure no children or belongings left.

In the leisure centre there are separate girl and boy school changing rooms away from the rest of the public. The children will get changed quickly then

assemble at the poolside when instructed by a leisure centre staff member. The children will be reminded to walk at all times in the changing rooms and at the side of the pool to avoid slips and trips.

Before the sessions begin, the children will be reminded about behaviour and conduct in and around the leisure centre, they will be reminded of this whilst there.

Before the return coach journey back to school, a register will be taken to ensure all children are present.

Appendix 7 Checklist

Educational Visits Checklist

This checklist is an essential part of the risk management process and is applicable for **all** visits.

The visit should only go ahead if the answer to all applicable questions is 'YES'

In advance of the visit:

1. Have the educational aims of the visit been clearly identified? (see Section 4) yes
2. Is the visit appropriate to the age, ability and aptitude of the group? yes
3. Has there been suitable progression/preparation for pupils prior to the visit? yes
4. Does the visit comply with any guidelines specific to your school? yes
5. Does the visit comply with any specific Bury Council guidelines? (see relevant sections) yes
6. If a member of staff is going to lead an adventurous activity, have they been 'approved' by Bury Council? (see Section 28) yes n/a
7. If using an external provider or tour operator, has the provider satisfactorily completed and returned a 'Provider Form EV4'? (see Section 29) yes n/a
8. Are transport arrangements suitable and satisfactory? (see Section 14) yes n/a
9. If the visit is residential, have appropriate measures been taken to ensure the suitability of accommodation? (see Section 17) yes n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18) yes n/a
11. Have you conducted a pre-visit? (normal procedure for most visits within the UK). If not, have appropriate additional checks been made? yes
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). yes
13. Have any adult helpers (non-teachers) been approved by the Headteacher as to their suitability, and been DBS cleared where necessary (eg for residential visits)? yes n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with his/her role? yes
16. Are all support staff aware of and comfortable with their roles? yes
17. Are all helpers aware of and comfortable with their roles? yes

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18. Has Event Specific Risk Assessment (ESRA) been carried out and will this be shared with all relevant parties? (see Section 7 and Form EV5) yes
19. Is insurance cover adequate? (see Section 13) yes
20. Does at least one member of staff know the pupils that are being taken away, including any behavioural traits? yes
21. Have pupils been advised in advance about expectations for their behaviour? If appropriate, are pupils aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with pupils and staff? yes
22. Are pupils aware of the nature and purpose of the visit? yes
23. Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 11) yes
24. Have all relevant details been issued? (eg. itinerary, kit lists, etc?) yes n/a
25. Are staff aware of any medical needs and/or other relevant details of pupils? yes
26. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? yes n/a
27. Are staff aware of any relevant medical conditions of other staff/helpers within the group? yes n/a
28. Does at least one responsible adult have a 'good working knowledge' of First Aid, and is first aid provision appropriate to the activity? (see Section 12) yes
29. Is a first aid kit (appropriate to the visit) available? (see Section 12) yes
30. Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and has parental consent been obtained? yes
31. For journeys taking place outside school hours, do staff members have emergency contact phone number(s) for designated senior staff? yes n/a
32. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27) and will Form EV7 be with the Visit Leader at all times? yes
33. Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19) yes n/a
34. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? yes n/a
35. Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? yes n/a
36. Does any specialist equipment conform to the standards recommended by responsible agencies? yes n/a
37. Have all financial matters been dealt with appropriately? yes
38. Has the visit been approved by the Headteacher and Educational Visits Coordinator, and in line with Governing Body policy? (see Section 3) yes

39. Are full details of the visit (including Form EV8) at school and if appropriate with the School Emergency Contact(s)? yes
40. If residential, overseas or involving adventurous activities, has/is the visit been/being approved by Bury Council? (see Section 3) yes n/a
41. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (See Section 16) yes n/a

During the visit

42. Do all staff have a list of pupils/groups? + emergency contact details and Form EV7 if out of school hours? yes
43. Does the school office have a list of the names of all participants, including adults? (+ contact details if out of school hours) + Form EV8? yes
44. Do staff have sufficient funds to allow for any contingencies? yes n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc? yes n/a
46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? yes
47. Are pupil numbers being checked at appropriate times? yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? yes n/a
49. Are pupils aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may pupils run? - are pupils aware of the procedure at road crossings? etc.) yes n/a
50. Has a clear recall system been arranged if the group is working away from you? Do pupils understand this and will they be able to respond effectively? yes n/a
51. If a rendezvous for the group has been arranged after a period of time, does each pupil and member of staff know exactly where and when to meet? yes n/a
52. Do pupils know what action they should take if they become separated from the group? yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances? yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of pupils? yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator? yes n/a
56. Has the group been debriefed and any relevant follow-up work completed? yes n/a
57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc? yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits? yes
59. Have all staff and helpers involved in the visit been thanked for their input? yes

