



Educational Visits

POLICY

Tollgate Primary School

Tollgate Lane

Bury St Edmunds

IP32 6DG

Plan Owner / Author:	Hannah Brookman
Date of Implementation:	
Date of Current Version:	October 2017
Next Review:	October 2021
Version Number:	3

Document Change History

Version	Author	Date	Change Details
2	HB	October 2017	2.10 – updated names 4.5 – at least 1 first aider must accompany a trip
3	HB	October 2019	New policy to fit in with current procedures in school

1 Introduction

Educational visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day, but on occasions, take place outside of school's normal hours.

1.1 Aims

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our pupils;
- provide a wider range of experiences for our pupils than could be provided on the school site alone;
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

2 Curriculum Links

For each subject in the curriculum there is a corresponding programme of activities (which includes visits to the school by specialists). Examples of activities are as follows:

English – theatre visits, visits by authors, poets and theatre groups;

Science – use of the school grounds, walks to the River Lark, trips to the local parks & forests

Mathematics – use of shape and number trails in the local environment;

History – castle visits, study of local housing patterns, local museums;

Geography – use of the locality for fieldwork, village trails;

Art and design – art gallery visits, use of the locality;

PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches;

Music – a variety of specialist music teaching, extra-curricular activities, local schools' orchestra, concerts for parents to hear;

Design and technology – visits to local factories or design centres;

ICT – its use in local shops/libraries/secondary schools etc.;

RE – visits to local centres of worship, visits by local clergy.

PSHE and citizenship – visit to the fire station or an old people's residential home, visits by local police officers and health workers.

3 Residential activities

Children in Key Stage 2 may have an opportunity for an overnight visit. This is a Type 2 trip and would require governor approval as part of the initial planning stages.

4 School Procedures

4.1 Educational Visits Coordinator

The Educational Visits Coordinator (EVC) is Mrs Jo Quittenton. The EVC will ensure a party leader has been appointed and they are responsible for running the activity. This will normally be a teacher employed at the school.

The school's EVC, will be oversee the planning and management of off-site visits. They will:

- ensure that risk assessments are completed;
- support the Head of School and Governing Body in their decisions on approval;
- assign competent staff to lead and help with trips;
- organise related staff training;
- verify that all accompanying adults, including private car drivers, have had satisfactory police checks, and that the letter from our coach company assures us their drivers too have had police checks;
- make sure that all necessary permissions and medical forms are obtained;
- keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example a swimming facility).

4.2 Planning an off-site visit

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the EVC and the Senior Leadership Team (SLT) before any commitment is made on behalf of the school. A visit plan should be provided by the member of staff to allow for an informed decision to be made. This should include purpose of the visit, proposed date, costs, adults required and timings. All the relevant paperwork is available on the shared drive.

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, we will make every effort to ensure that s/he is included. We may seek guidance from parents 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.

4.3 Risk assessment

A comprehensive risk assessment will be in place before the visit. Risk assessments state the risks that may be encountered and indicate the measures to prevent or reduce them. The visit leader will visit the venue prior to the visit whenever possible. For some visits, the venue's risk assessment will be adopted and any additional measures will be recorded on it e.g. transport, support for individual children. The risk assessment should be based on the following considerations:

What are the hazards?

Who might be affected by them?

What safety measures are needed to reduce risks to an acceptable level?

Can the group leader put the safety measures in place?

What steps will be taken in an emergency?

It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the party leader should take careful account of the facilities available, with due regard to the proposed size of the group. They should also assess the site's suitability with regard to the age and any particular needs of the children. They will also consider the venue's own approach to security and to health and safety.

An activity should normally have sufficient adults taking part to provide the correct ratios (see Appendix 1). Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases.

The risk assessment must also cover transport to and from the venue.

The group leader will ensure that there is at least one qualified first aider on the trip.

A copy of the completed risk assessment will be given to the EVC and all adults supervising the trip.

4.4 Transport

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

Where private cars are used for transport, the group Leader is responsible for checking that the insurance of each driver covers such journeys.

For some trips, the school uses Trust mini-buses. These have had all relevant safety checks and are driven by qualified drivers.

5 Communication with parents

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission via ParentMail before a child can be involved in any off-site activities.

Parents give permission for local visits and visits to the other campuses on admission. However, parents will always be notified if children are going off-site.

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This must be made clear to parents in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through letters sent home about intended visits.

The timetable for the payment of contributions should allow for the Head of School to make a decision about the financial viability of the activity in reasonable time.

6 Further health and safety considerations

All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

Before a party leaves school, the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the Head of School the possibility of making additional arrangements for that child.

7 Visit

On the day of the visit, the party leader must ensure they have the following:

- risk assessment;
- applications for approval of visit;
- names, contact details, medical records and other relevant details of all those going on the visit;
- list of adults accompanying the trip and emergency contacts for them
- accommodation plan (if applicable);
- timetable for trip
- first-aid kits
- medication
- records of concerns

8 Monitoring and review

Visit leaders need to review visits, taking into account the successful and less successful parts of the visit, and considering ways in which the visit could have been improved. Informal conversations might take place between the visit leader(s) and the EVC or Head of School regarding the outcome of the visit.

All relevant paperwork for a trip will be stored in a central location.

Appendix 1:

STAFFING AND CHILD RATIOS

Nursery	1:3
Reception	1:6
KS1	1:10
KS2	1:15

Residential Trips

Minimum 1:10

Newly Qualified Teachers will always be accompanied by a Qualified Teacher.