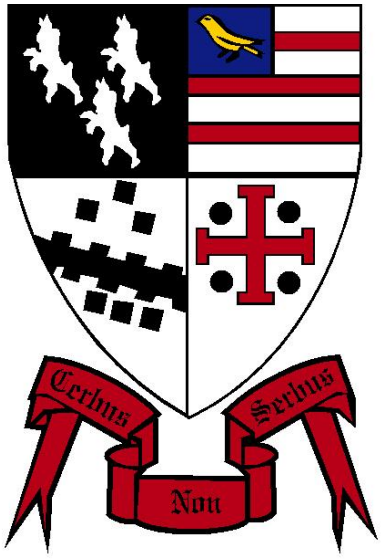
Marston Thorold's Charity C of E Primary School



Marston Thorold's Charity Church of England Primary School

Educational Visits Policy

Reviewed by:	**EHT & SBM**	**Date: June 2024**	
Policy Date:	**July 2020**		
Previous reviewed on:	**June 2022**		
Next review due by:	**July 2026**		

School Vision

Through our Christian Values and the legacy of Sir John Thorold, we strive to create an inclusive nurturing family where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

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 Marston Thorold's Charity CE 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 creativity, developing learning relationships and practicing strategic awareness.
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants, and a wide range of learning styles can be displayed.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of learning.
- 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, Marston Thorold's Charity CE 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 this school policy, 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.**

   These follow the 'School Learning Area' Operating Procedure – When the children start school we collect permission via the admission form for children to do local walks within Marston Village without getting extra parental consent. See Appendix 1.

2. **Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.**

   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.**

   These follow 2. above, but the Executive Headteacher then submits the visit to the Governing Board and 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 Executive Headteacher or EVC 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.

The Educational Visits Coordinator (EVC) is Amy Parnham, 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 Executive Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Executive Headteacher has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the Governing Board and LA for approval.

The Governing Board's role is that of a 'critical friend'. They can question staff to ensure that guidelines are being followed. Individual governors may be given 'read-only' access to EVOLVE.

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:

- 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 Executive Headteacher will consider 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 3). All staff on visits are familiar with this plan.

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 Governing Board or Local Authority.

Educational Visits Checklist

Marston Thorold's Charity CE Primary School Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and is part of the EVOLVE risk assessment. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. The school does obtain blanket consent for school to take the children around the local area when the child starts school – namely Marston Village

Specific, (ie. one-off), parental consent must be obtained for all other visits and events. For these visits, sufficient information must be made available to parents/carers (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents/carers' consent via ParentMail an option to receive a paper copy is available on request.

Inclusion

All children are included in school visits in line with Equality Act 2018. All permission letters mention that a child will only be excluded for a visit if their behaviour has been below the expected standard in school. For any necessary exclusion an individual risk assessment would be conducted.

As with all educational visits participation in the event is subject to children showing their behaviour is in line with school policy and expectations.

Charging / Funding for Visits

Inline with our charging policy no child will be excluded from a visit or event of they are unable to pay however if there are insufficient funds available a visit may be cancelled.

Transport

School / hired self-drive minibus – The school has a permit for these issued by LCC. Driver checks are made each time to ensure eligibility to drive a minibus. There are always at least 2 adults in any vehicle.

Coaches are hired for the vast majority of school visits from an approved business with the correct licences and insurance.

The children are expected to behave as they would in school whilst travelling and are always supervised by school staff.

Use of staff cars to transport pupils – Staff must only transport children if they have prior parental permission and the correct insurance – This will be checked by the Executive Headteacher and/or EVC.

Insurance

The school adopts the LCC insurance policy for visits with an indemnity excess of £25,000,000

Other Topics

Trip Code of Conduct

When taking children from school on a trip. You need to…

1. Ensure you and all members of staff/volunteers have read the risk assessment written by the trip leader prior to the event and ask questions if they are unsure about anything.
2. Take a register with you including emergency contact details.
3. Prior to the event check if any of the pupils require medication such as inhalers, Creon or EpiPens etc. or have any allergies and take any medication with you (and details of dosage, administration etc.)
4. Please take a first aid kit including sick bags for any bus journeys.
5. Ensure the children have appropriate clothing, drinks and food with them for the time they are out of school. (For younger children you should take spare clothing).
6. As the team leader for this event remember that you need to supervise the children and volunteers at all times never leave any volunteer without a DBS check to supervise a group on their own.
7. After the event, shred the register and any paper copies of the risk assessment.
8. Record any accidents in the accident book and report any incidents or issues that arise on CPOMS.

Sports Events Code of Conduct

When taking children from school to a PE event. You need to…

1. Read the risk assessment prior to the event and ask questions if you are unsure about anything.
2. Take a register with you including emergency contact details.
3. Prior to the event check if any of the pupils require medication such as inhalers, Creon or EpiPens etc. or have any allergies and take any medication with you (and details of dosage, administration etc.)
4. Please take any sports resources that are required.
5. Ensure the children take appropriate drinks and healthy snacks.
6. As the team leader for this event remember that you need to supervise the children at all times until you hand them over to their parents/carers at the end of the event.
7. After the event, shred the register and any paper copies of the risk assessment in the school copier room.
8. Report any incidents or issues that arise on CPOMS.

Swimming Lessons Procedures

1. Line up single file to board coach and after disembarking – Counted on and off the coach
2. Boys and girls separate changing rooms
3. At least 1 adult in each changing room male/female
4. 1 adult outside changing room
5. Children must always be fully supervised
6. 1:1 children supervised by specified staff
7. Pool staff brief children and a-staff on health and safety and practice procedure for leaving pool safely on horn sounding
8. Pool staff are in charge whilst children in pool
9. School staff observe the area at all times and must not get distracted.
9. Any issues or concerns to be reported on CPOMS

Appendix 1

Visits within the School Learning area of Marston

These visits/activities:

- Do not require parental consent as this is a blanket permission granted when the child starts school. Leaders should ensure that this permission has been granted on Scholarpack.
- Do not normally need additional risk assessments.

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).

These are managed by a combination of the following:

- The Executive Headteacher, Head of School or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- There will normally be a minimum of two adults.
- 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
- 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.
- A school mobile is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles).

Appendix 2 – Base Contact

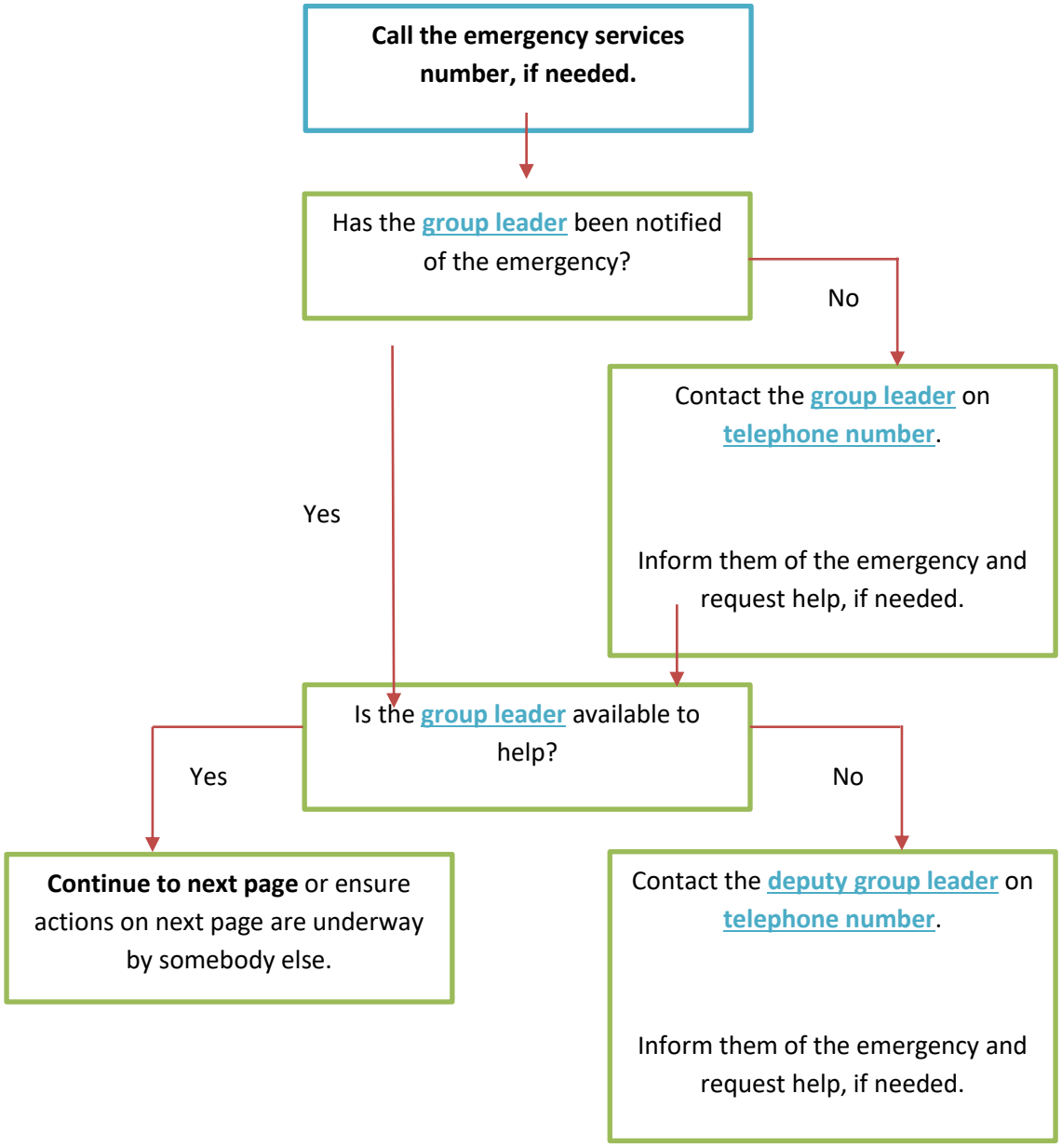
The school's emergency response to an incident is based on the following key factors:

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.

Appendix 3 - Immediate Actions in an Emergency – Staff and Volunteers

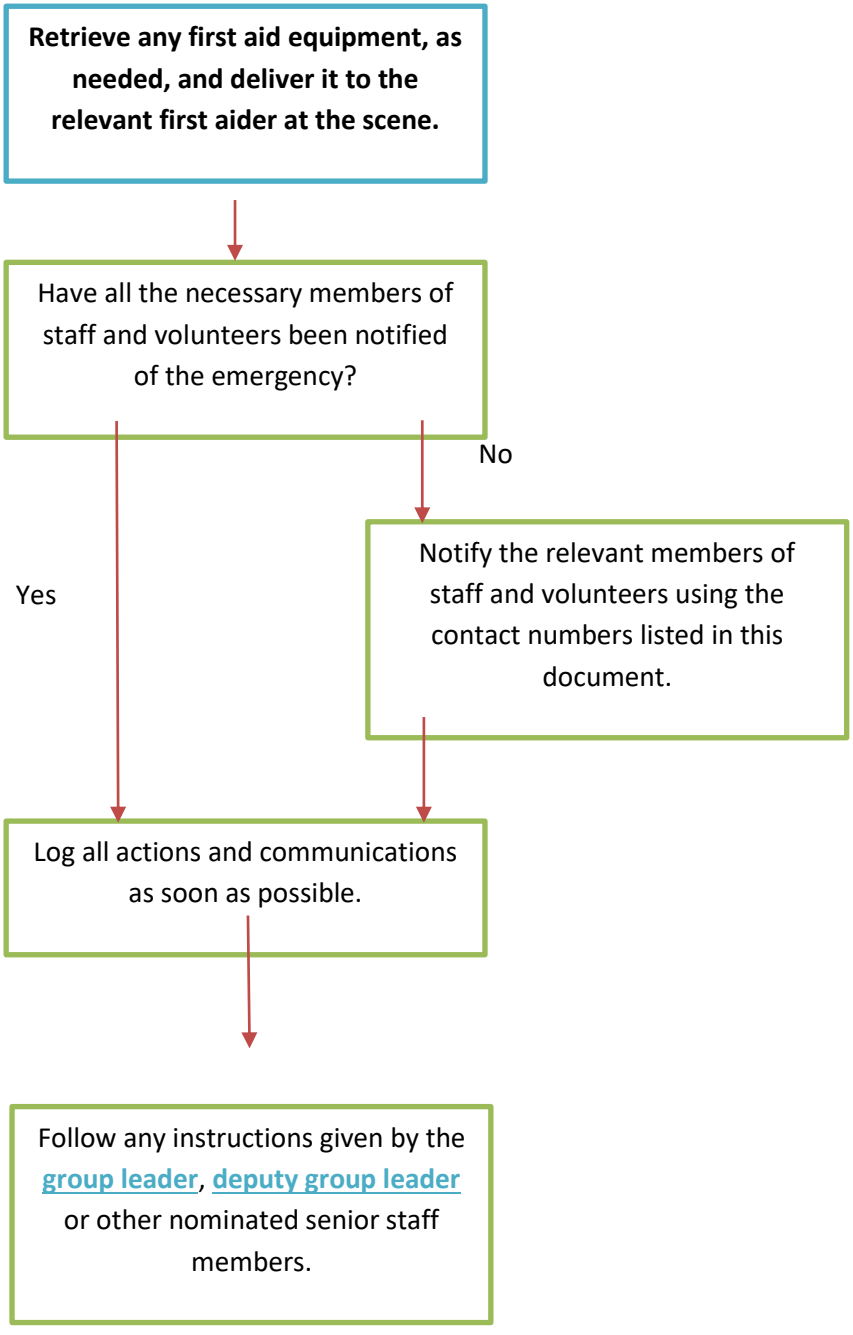
Communication

Follow the process below in the event of an emergency.



Action

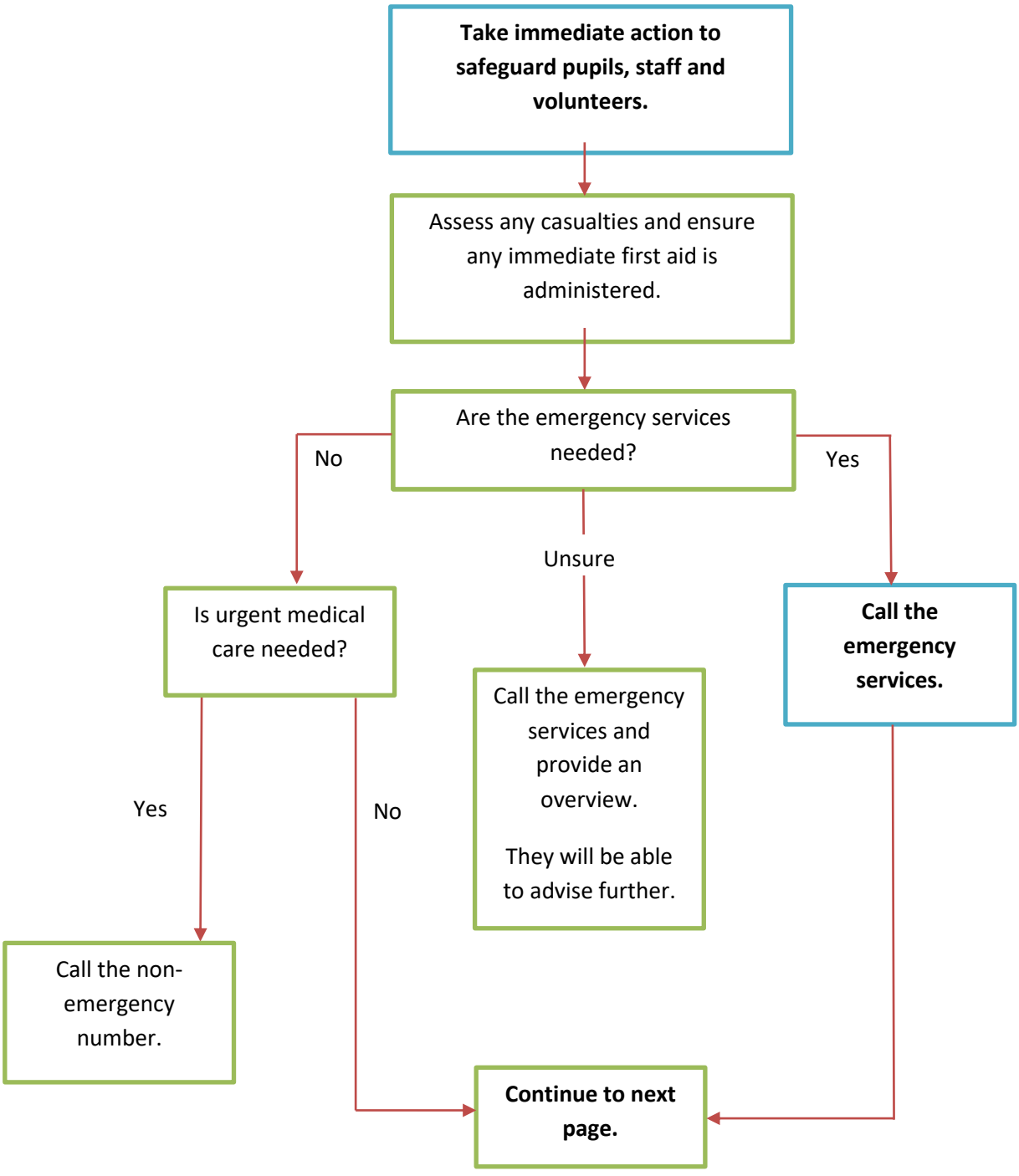
Follow the process below in the event of an emergency once the necessary communications have been made.



Immediate Actions in an Emergency – Group Leader

Initial actions

Follow the process below in the event of an emergency.



1. Next Steps in an Emergency – Group Leader

Follow the procedures below once the immediate actions have completed.

Initial Actions

1
- Take a register to ensure all party members are accounted for.
- **If anyone is missing, refer to the immediate emergency actions and ensure the emergency services are aware of anyone who is unaccounted for.**

2
- Arrange for at least one adult to remain at the site to liase with the emergency services, if they were called.
- Arrange for at least one adult to accompany injured persons to hospital, should it be required.

3
- Ensure the school and executive headteacher have been made aware of the incident and whether any help is required from them.
- Ensure the remainder of the party can move to a safe area, accounting for the needs of people with SEND.

Reporting and Communication

1
- Record all relevant details as soon as possible before they are forgotten.
- Record the names and addresses of any witnesses, including members of the public, where appropriate.

2
- Ensure parents have been made aware of the incident and whether their assistance is required.
- Ensure the necessary staff members and volunteers have been made aware of the incident and whether their assistance is required.

3
- Keep a log of any important information, actions taken and decisions made during and after the emergency.
- Where possible, obtain written accounts from witnesses to the incident.

2. Ongoing Response in an Emergency – Group Leader

Follow the processes listed below once the immediate threat has been managed and the emergency services have responded. Refer to the school's post-incident management plan as part of its core emergency plan for instructions on agreed follow-up actions, e.g. welfare support for pupils.

Reference number	Description of action	Tick when complete
1	Continue to assess any risks to pupils, staff and volunteers present on the visit and take further action where additional risks are present or arise following the incident.	
2	Continue to liaise with the emergency services, where required.	
3	Liaise with parents, or the person responsible for contacting parents, to make arrangements for their children to be collected.	
4	Continue to liaise with the relevant personnel at the location, e.g. tour operator and site manager.	
5	Call the appropriate insurance providers and seek guidance, as required.	
6	Consider the need for a media statement and prepare one with the necessary staff, if appropriate.	
7	Continue to reassure staff, volunteers and pupils, and help them avoid speculation and misinformation.	
8	Complete any necessary paperwork.	
9	Consider the impacts of the emergency and whether ongoing welfare support will be needed for pupils and staff following the incident.	
10	Contact the necessary children's services or other nominated children's officer.	
11	Contact the LA and any other local agencies, as necessary.	
12	**[Overseas visits]** Call the country's foreign office for support, where required.	

3. Information Checklist

Use the checklist below to ensure the necessary information about the incident has been gathered. This information should be used when completing any incident and accident reporting forms.

Reference number	Description of action	Tick when complete
1	Information about the location of the incident.	
2	A description of what happened.	
3	The time and date of the incident.	
4	The number of casualties and a description of their injuries.	
5	The names of the individuals in the party who were injured.	
6	The number of individuals in the party involved in the incident.	
7	The names of other individuals of the party involved in the incident.	
8	The actions and decisions made so far.	
9	Planned actions and who will be responsible for completing them.	
10	Any telephone numbers and statements needed for future use.	