



## **BOCKING CHURCH STREET PRIMARY SCHOOL**

**Be Respectful Be Ready Be Resilient Be Responsible Be Resourceful Be Reflective Be Remarkable**



**NAME OF POLICY:** Educational Visits Policy

**DATE OF POLICY:** Spring term 2020

**REVIEW DATES:** every other year

**At Bocking Church Street Primary School all staff and governors are fully aware of their responsibilities regarding safeguarding and promoting the welfare of children.  
This policy has been written taking all aspects of safeguarding into consideration.**

Who is employer	Essex County Council
Responsibility for offsite visits (possibly EVC, or deputy head)	Miss Deborah Tatlow – Headteacher Mrs Gemma Ford - EVC
Date Trained	19/9/17
Policy agreed	
Signed off by	
To be reviewed	Spring Term 2022
Other Policies Related	<i>Possible list: i.e. child protection. Inclusion, volunteer, transport, finance, staff training, health and safety</i>
Other Paperwork Attached (appendix)	Visit information overview sheet Visit Leader Checklist Risk Assessment Templates



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### **1 Introduction**

1.1 The Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Bocking Church Street Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

1.2 Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.)* see website link—: [www.oeapng.info/](http://www.oeapng.info/)

1.3 The remaining parts should be referred to as and when guidance is sought.

**NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

### **2 Reasons for Visits**

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Bocking Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

### **3 Visits and curriculum links**

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;



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- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field-work further away
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – work with local secondary schools;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

**NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.**

### **4 Gaining approval for a trip**

#### **4.1 The visit lead**

The visit lead must ensure that the trip is well thought out and well planned. They must ensure that there is adequate time to organise transport, book venues, fill out risk assessments and inform stakeholders of their intentions.

Organising a trip should begin **at least** 6 weeks prior to the date of the visit.

#### **4.2 Governors**

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an overnight stay or overseas. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits.

The Governors have adopted a charging and remissions policy (please also see attached on charging for educational visits).

#### **4.3 The Headteacher or EVC:**

- 4.3.1 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.



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- 4.3.2 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance see SEN and Disability Act 2001.
- 4.3.3 should ensure the suitability of all staff appointed to the visit.
- 4.3.4 should ensure that the visit leader fully understands his/her responsibilities.
- 4.3.5 should implement effective emergency contact arrangements.
- 4.3.6 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

### **5 Choosing a provider**

After considering the reasons for the visit, the visit leader should check out the provider.

[www.oeapng.info/wp-content/uploads/downloads/2012/04/4.4h-Preliminary-visits-and-provider-assurances-1.pdf](http://www.oeapng.info/wp-content/uploads/downloads/2012/04/4.4h-Preliminary-visits-and-provider-assurances-1.pdf)

On residential, adventurous or overseas visits, leaders should check to see if the provider holds the LOtC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

### **6. Parental Consent :**

OEAP National Guidance Document

[www.oeapng.info/wp-content/uploads/downloads/2012/04/4.3d-Parental-Consent-1.pdf](http://www.oeapng.info/wp-content/uploads/downloads/2012/04/4.3d-Parental-Consent-1.pdf)

Parental consent should be given via the parent pay website for all trips, whether there is a payment required or not. In cases where parents cannot or do not give consent via parentmail the office will provide a paper consent form.

Parental consent is not necessary for local visits, which do not require transport, which form part of the expected coverage of the curriculum.

### **7. Visits and staffing**

The visit leader must complete a visit leader checklist see appendix.



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The visit leader must also ensure that there are a suitable number of adults to provide effective care. They must take into account

- The staff
- The activity
- The group of children and any specific additional needs
- The environment
- The distance
- The transport

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

### **8. The visit**

#### **8.1 -On the day**

Visit leads will need:

- an amended list of children present and going on visit. (leave a copy in the office)
- a copy of all participants emergency contact details. (leave a copy in the office)
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A) (leave a copy in the office).
- the itinerary for the entire day. (leave a copy in the office)
- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. JEXT pens, inhalers and a mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.

#### **8.2 During the visit**

**8.2.1** Children must be kept in escort's group at all times, if one urgently requires the toilets, they must be accompanied by other children. If a male escort is not available for the toilets then escort must check out male toilets *BUT CHILDREN MUST NEVER BE SENT INTO PUBLIC CONVENIENCES ON THEIR OWN.*

**8.2.2** Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.



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Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

### **8.3 -On return**

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or person responsible for their collection.

8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

## **9 Financing the visit**

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment on the letter sent to parents.

## **10 Insurance**

### **Introduction**

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from the LA, school or professional association which is pertinent to their own circumstances.



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### **Personal**

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers' Liability].

In respect of pupils, schools have a legal duty to take care of the well-being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

### **Indemnity**

Written consent is no longer required for local educational visits which fall under the umbrella of day to day learning.

The written consent of parents by the school should be obtained for the participation of pupils in any activity out of school which requires transportation, or is outside the planned curriculum. Schools should have appropriate forms available for this purpose.

### **Insurance Provision**

Teachers should ensure they are aware of the school provision for insurance.

### **11 Transport**

**See School Transport Policy -**

Also see guidance from OEAP NG -

[www.oeapng.info/wp-content/uploads/downloads/2011/04/4.5a-Transport-A-general-considerations.pdf](http://www.oeapng.info/wp-content/uploads/downloads/2011/04/4.5a-Transport-A-general-considerations.pdf) [www.oeapng.info/wp-content/uploads/downloads/2012/04/4.5c-Transport-in-private-cars-1.pdf](http://www.oeapng.info/wp-content/uploads/downloads/2012/04/4.5c-Transport-in-private-cars-1.pdf)

#### **11.1 Booking Transport**





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Please fill out a school trip and transport request form **at least 6 weeks prior to the visit date**. This will enable the office staff to book your transport in good time for your visit.

### **12 Emergency / Critical Incident Procedures**

See OEAP National Guidance document in appendix. The school has a critical incident policy. This is available from the head / EVC.

- All leaders must carry the school's 'Critical Incident form' – With Emergency Telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

### **13 Risk Assessments**

Transport to and from a visit must have a risk assessment.

If the venue that you are visiting has its own risk assessments in place, these should be printed off, reviewed and taken into consideration when planning for the children on the visit.

A risk assessment must be completed for any other venue. Proformers for these are in the educational visit folder.

An individual risk assessment must be filled out for any child with any additional need that could possibly affect the safety of the visit. This will include any child with additional medical needs including allergies, asthma or particular toileting needs.

All risk assessments must be copied and given to ALL adults going on the visit in good time for them to read them. They must all then sign one copy of the risk assessments to say that they have read and understood them **Before** the visit takes place. This copy is then kept in the visit folder in the office.

### **14 Monitoring and Evaluation**

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and



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includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

<b>Reviewed:</b>	<b>Spring 2020</b>
<b>Next revision due:</b>	



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### Generic and Site/Person specific risk assessment

#### Generic Risk Assessment for Off-site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

#### ACTIVITY AND ENVIRONMENT:

<b>1. Significant Hazards and Identification of Risks:</b> <i>Those hazards and risks that may result in serious harm or affect several people</i>	<b>2. Control Measures:</b> <i>Controls, including relevant sources of guidance</i>



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### Risk / Benefit Assessment

Generic Benefits	Specific Outcomes
Generic Benefits	Specific Outcomes

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions



## **EMERGENCY PROCEDURES ACTION PLAN**

Please follow the steps below to help manage emergencies effectively

### **Action by Visit Leader**

Establish nature and extent of emergency.

Identify people involved and any casualties.

Are emergency services required?

### **Any Casualties?**

Member of staff to accompany them to hospital with relevant medical details.

Staff name and contact number? .....

Who has gone and where? .....

### **Check your group**

Are the group safe?

Are all group members accounted for?

Are all leaders present?

### **Notify Establishment Base** Your establishment emergency contacts

Name:.....Tel..... Mobile.....

Name:.....Tel..... Mobile.....

Information needed:

What happened? When – date & time?      Where – location?

Who was involved?      Names of all involved      Action taken thus far

Action by Establishment

Is this a Critical Incident?

**Agree contact numbers to use and pattern of future contact.**



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