



Lillington Nursery & Primary School

Educational Visits Policy

Establishment type	Academy
Name of establishment	Lillington Nursery and Primary School
Who is employer	Finham Park Multi Academy Trust
Responsibility for offsite visits (possibly EVC, or deputy head)	EVC and/or Head Teacher
Date Trained	September 2022
To be reviewed	September 2025
Other Policies Related	Safeguarding / child protection. Inclusion, transport, finance, health and safety
Other Paperwork Attached (appendix)	Signing-out Inventory system for ad-hoc activities in the school locality Generic and Site/Person specific risk assessment Risk benefit Assessment template EMERGENCY PROCEDURES ACTION PLAN

Introduction

Definition

An educational visit is any excursion that takes children and young people away from their normal place of learning to another location in order to develop or enhance learning i.e. it includes residential and non-residential visits. Every pupil should have the opportunity to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

Aims

The aim of this policy is to provide staff with easily accessible advice, guidance and resources when organising or attending an educational visit. Further, it aims to ensure educational visits organised by members of staff are managed and led in a consistent, safe and professional manner.

Visit Planning and Management System

Evolve is the Warwickshire County Council web-based system used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the Educational Visits Co-ordinator.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Visits will be recorded as detailed in the summary table below

	Planning/Recording	Risk Management	Final Approval
On-site/Local Learning Area	Recorded on Evolve	LLA risk management supplemented by specific documentation where necessary	EVC/Head
Day Visit outside Local Learning Area	Recorded on Evolve	School risk manages journey and non-provider led activities using	EVC/Head

		LLA risk management supplemented by specific documentation where necessary	
Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Advisor
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Head
Adventure, provider led	Recorded on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	Head
Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser

Reasons for Visits

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

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 our school, we offer a range of educational visits and other activities that add to what they learn at school.

Visits and curriculum links

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.

For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists.

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

• Roles and Responsibilities

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:

The EVC and/or Head Teacher:

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

- 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 refer to the Equality Act 2010
- should ensure the suitability of all staff appointed to the visit.
- should ensure that the visit leader fully understands his/her responsibilities.
- should implement effective emergency contact arrangements.
- should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- should have a system in place to record, audit and monitor school off-site visits.

Choosing a provider

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

Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

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.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit.

The visit

On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- 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. epipen and mobile phone.

- Copies of Emergency / Critical Incident cards given to all leaders.

During the visit

Young Children must be kept in escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place. There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups).

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.

On return

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

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

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 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. Some visits may incur vast amounts of money (example Year 6 Residential)

A formal approval from the SST / Operations Manager must be sought before deposits paid.

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.

Teachers should be aware of the school provision for insurance.

Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by your employer.

Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues
- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. Reference should also be made to the Child Protection Policy.

The school reserves the right to withdraw any student from an Educational Visit if the student repeatedly displays poor standards of behaviour in school and it is considered that this behaviour would pose a serious Health and Safety risk on an Educational Visit. In such a circumstance the school will not refund any payments to parents already made to the tour operators or external suppliers.

Emergency / Critical Incident Procedures

- 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.

Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaptation or modification and integration through participation with peers.

We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people

with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. Reference should also be made to Lillington Nursery and Primary School SEND policy.

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 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 into the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head Teacher and the employer's advisory team.

Local Learning Area

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure.

Operating Procedure for visits to the Local Learning Area

The following are potentially significant issues/hazards within our extended locality:

- 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)
- Train line barriers

These are managed by a combination of the following:

- The Head 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 by the EVC and office.
- The Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- 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. Children should remain where they are (Reception/Key Stage 1) or remain where they are/return to school (Key Stage 2)
- All remotely supervised work in the extended learning locality 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.
- A school/staff mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed.

Reviewed:	September 2024
Next revision due:	September 2025

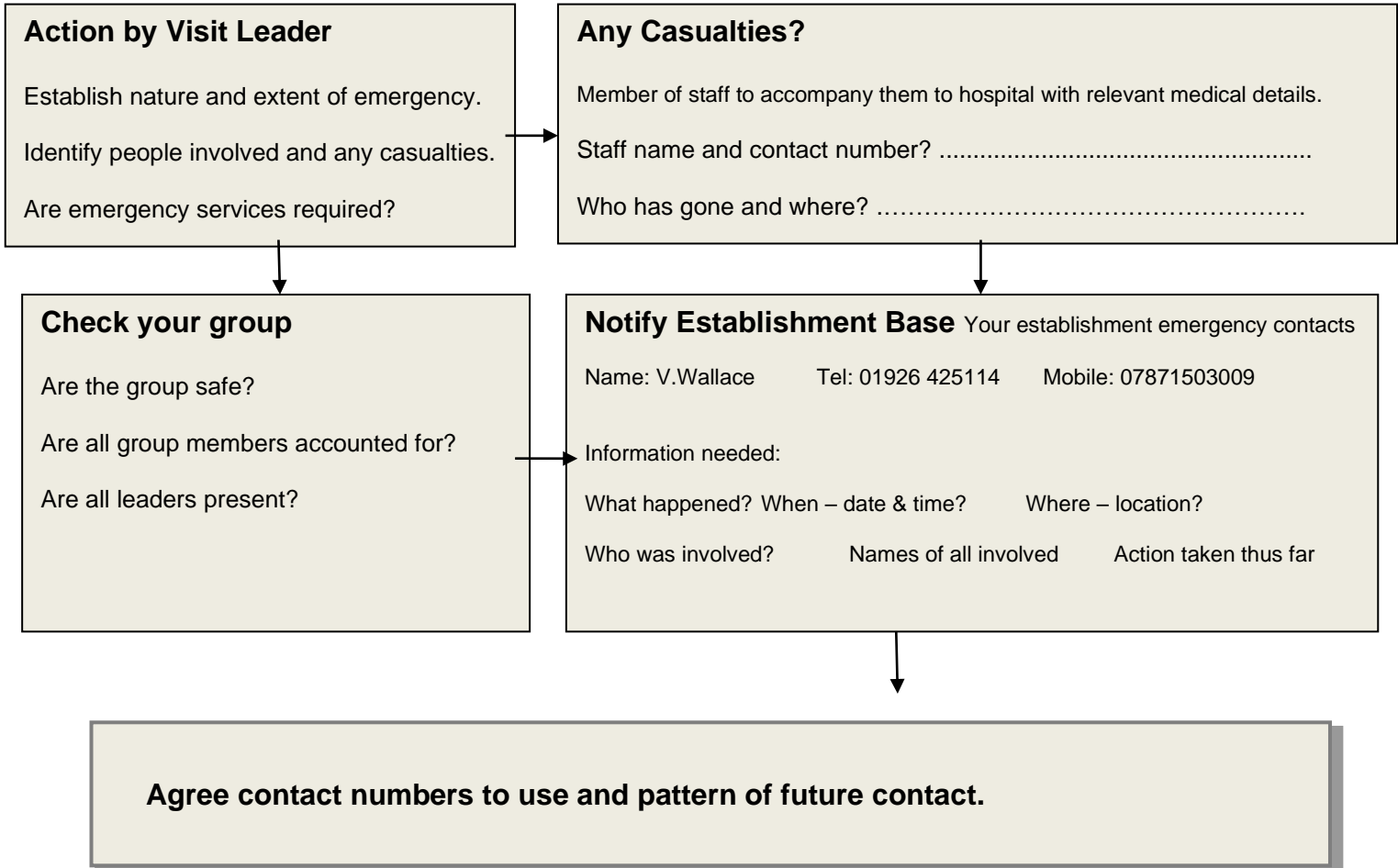
Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (eg pupil medical/behavioural needs)	

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

