



# Great Wilbraham C of E Primary School

Policy title: Educational visits

Date created: June 2021

Date to review: October 2023

Created by: R Brown

Signed:

## 1. Introduction

### 1.1. Definition

This document is an aide memoire for the responsibilities and expectations for staff and pupils when an educational visit is undertaken or the transportation of pupils is carried out. This document is in addition to the national guidance available at <http://oeapng.info/> and acts as a quick reference guide to ensure the safety and well-being of the pupils and staff.

### 1.2. Rationale

Taking adequate precautions and planning is essential for all trips, regardless of whether they are to the local park, shops, transporting pupils to and from school or educational visits or trips. Staff should familiarise themselves with the generic risk assessments they have been produced to aid the planning of all trips and excursions.

## 2. Quality of Education

### 2.1. Intent of the Curriculum

#### 2.1.1. Curriculum design and coverage

When deciding upon educational visits/visitors we will always consider how it addresses our curriculum intent:

- DIVERSITY
- VALUES
- ASPIRE
- RESILIENT
- THINK CRITICALLY
- ENGAGING

#### 2.1.2. Knowledge and skills – National Curriculum

Educational visits and visitors should be designed and considered to fulfil and meet and enrich learning from the 2014 National Curriculum or to meet social and emotional needs of the classes. 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.

### 2.2. Implementation of Teaching and Learning

#### 2.2.1. Risk Assessment

The school follows the guidelines on Risk Management in the LA Guidance. The risk assessment should identify significant risks and take measures to control these, through proper planning by staff leading the visit.

A risk assessment must be undertaken prior to all educational visits and off-site activities. The Headteacher delegates this responsibility to the member of staff organising the visit or activity but must approve and sign the risk assessment before the visit / activity is allowed to go ahead. The risk assessment must include the SEN / medical needs of the specific group of children participating.

The school has a standard format for risk assessment. A printed copy of the risk assessment should be placed in the file in the main office. All adults accompanying the visit should be given a copy of the risk assessment and made fully aware of their responsibilities.

#### 2.2.2. Pre-visits

In order to undertake a full and comprehensive assessment of risks, a pre-visit is useful but not compulsory. Even where the visit is made regularly, risks should be re-assessed in light of current plans. It is usually the responsibility of the visit organiser to carry out a pre-visit.

#### 2.2.3. Ratio of adults to pupils





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At Primary School we follow LA Guidance (section 2) on minimum staff/pupil ratios for visits. In all cases one adult included in the above ratios must be a teacher. It must be stressed that these are minimum ratios and that visit organisers must consider the following factors when deciding on the final adult/child ratio: SEN and medical needs; type of activities to be undertaken; experience and competence of all adults accompanying the visit; duration of the visit; competence and behavioural history of the group of children.

## 2.2.4. Voluntary Help

Volunteers will normally be people well-known to the school as either parents or governors. Volunteers will be told that they have the responsibility to follow the instructions of the visit organiser and that the visit organiser retains overall responsibility. The school will appoint volunteer helpers as far in advance of the visit as practical and will provide opportunities for those volunteers to meet the pupils, for whom they will have responsibility, learning their names and getting to know them.

The school retains the right to make the final decision as to which volunteers accompany a visit as not all volunteers may be suitable or competent. The visit organiser is responsible for ensuring that each volunteer knows precisely what their role is and understands that they have a responsibility to carry out that role. All volunteers accompanying a residential visit will be required to obtain a DBS check and be carefully considered by EVC and Headteacher.

## 2.2.5. Transport

Parents will always be informed as to the type of transport being provided for an educational visit.

Coaches - seat belts must be provided on all seats and it is school policy that each child will wear a seatbelt whilst travelling on a coach. The visit organiser is responsible for the conduct and behaviour of the children whilst they are travelling. The school must ensure that there is sufficient supervisory staff to ensure the health, safety and welfare of the children whilst travelling.

Public transport can also be used including buses for local journeys, either as private hire or public use. An increased adult / pupil ratio must be considered and close supervision of the children must be ensured.

## 2.3. Impact

### 2.3.1. Summative assessment

Trips and visits are evaluated through the Evolve system and details kept for future visits.

### 2.3.2. Preparation for next stage of education – residential visit

At GWPS, children in Years 5 and 6 have the opportunity to take part in a residential visit. This activity takes place during term-time and is linked to the National Curriculum, so we do not make any charge for the education or cost of travel although parents are invited to make a voluntary contribution towards these elements. We do, however, make a charge for board and lodging, insurance and specialist instruction for certain activities.

The residential visit enables children to take part in outdoor activities and environmental studies linked to their science work. We undertake this visit only with the permission of the Local Authority and follow the LA Guidance in the organisation of the visit. All specialist activities are undertaken with qualified instructors.

## **3. Behaviour and Attitudes**

### 3.1. Attitudes to learning

Children's behaviour is expected to be exemplary when on or off site. They are expected to follow instructions, stay with the group and to demonstrate respect for places they visit and cultures and communities they will meet.





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## 4. Personal development

### 4.1. Extended curriculum and wider outcomes

Encouraging educational visits and visitors not only develops and enriches the curriculum offer but also widens a pupil's cultural capital and is a key part to developing a child's school experiences to develop a love of learning.

### 4.2. Christian ethos and British values

As a Church of England school we follow the Values for life programme and embed these beliefs into our classrooms and beyond. British values are celebrated throughout the school. Opportunities to inspire pupils off site are sought – visits to the Olympic Park, Houses of Parliament and Ely Cathedral for example.

## 5. Leadership and management

### 5.1. Roles and responsibilities

#### Headteacher

To appoint an Educational Visits Coordinator, in line with guidance, and

- ensure they are competent, appropriately trained and of sufficient status to implement the policy
- have final approval for all residential visits
- ensure that on-site activity is appropriately risk-assessed
- ensure that the impact of Learning Outside the Classroom is monitored effectively

#### Educational Visits Co-ordinator (EVC)

- ensure that all visits off-site comply with the school's policy and the national guidance
- maintain an overview of visits off-site. Ensure breadth of experience and equality
- ensure that visit leaders are competent and appropriately trained
- periodically monitor visits to ensure that school policy is adhered to
- periodically review systems and procedures, and necessarily after any incident
- approve visits by assessing the competence of visit leaders, reviewing the visit aims, approving the risk assessment process, taking account of the nature of the visit and its participants
- evaluate a selection of visits after the event

**Visit Leaders** The Visit Leader has overall responsibility for the supervision and conduct of the visit.

- ensure that school policy and guidance is followed at all times
- provide full details of any proposed trip to the school office as early as possible
- produce a letter informing parents and carers of the arrangements for the visit using standard wording
- properly plan and risk manage the activity, including establishing appropriate aims for the visit
- ensure the visit or activity is adequately staffed and that all staff and volunteers on the visit or supporting the activity are clear about their role
- and responsibilities carry out the visit or activity organisation on the day
- notify senior staff of any incident or issue within an appropriate time-scale
- Evaluate the visit after the event ascertaining the benefits and what could be carried out differently

#### Class Teachers or Cover Teachers

- be prepared to be a visit or activity leader
- support the visit or activity leader in any joint visits or activities
- plan suitable opportunities for learning outside the classroom when curriculum planning
- support families to give consent if this proves to be an issue

#### School Office

The School Office will provide administrative support for the visit or Activity; including to:





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- make bookings, seek prices and establish visit or activity costs
- distribute letters informing parents and carers of the arrangements for the visit
- manage the consent and payment/contribution process through SIMS-Pay and Parentmail, including timely reminders and "chasing" consent where appropriate
- inform teachers as soon as possible of any children where consent has not been given
- produce a student register/contact/medical conditions list from Sims for the visit leader
- order lunches as appropriate

## **Staff or volunteers accompanying visits**

- familiarise themselves with the expectations of the visit, of their own conduct and the children
- follow the instructions of the visit or activity leader
- have an understanding of how a direct relationship with a pupil (in the case of a parent volunteer) will affect their ability to manage an emergency

## **Governing Body**

- understand the principles underpinning Learning Outside the Classroom
- approve the school's policy, making reference to the OEAP Guidance
- periodically monitor how learning outside the classroom promotes equality
- periodically monitor the systems in place for risk assessment and emergency planning
- ensure that training is available for school staff and volunteers, especially the EVC
- ensure the school monitors the impact of Learning Outside the Classroom

### 5.2. Continuing professional development

Staff will be trained in using Evolve and creating risk assessments as part of the induction process.

### 5.3. Community links

Working with the community and establishing links to our local, regional, national and international communities is important to enhance our curriculum. Volunteers may come into school, help as responsible adults on visits and may include the involvement of governors.

We also have regular visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children. The vicar and / or parish assistant regularly lead collective worship. Other local religious leaders also take assemblies in the course of the school year. We do this with the full agreement of the governing body.

### 5.4. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. All activities must take into account pupil's age, aptitude, gender, ethnicity and special educational needs

### 5.5. Safeguarding

The safety of children is paramount in all situations. If a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed. Special requirements for dealing with behaviour must be thought through during the risk assessment process.

### 5.6. Health and safety

Great Wilbraham C of E Primary School is committed to safeguarding and promoting the welfare of all children and in that respect demands thoughtful and detailed risk assessments of off site activities.





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Robust risk assessments must be carried out and approved by the head and EVC before the activity can take place. Covid-19 procedures are considered carefully and if an activity is thought to be too risky then it will not go ahead.

## 5.7. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on educational visits arrangements.

## 6. **Links to other policies**

6.1. Health and safety

6.2. Equality and equal opportunities

## 7. **Appendices**

6.1 School visits task timeline	6.7 Glossary of terms
6.2 Visits approval form	6.8 Best practice basics
6.3 Risk assessment forms	6.9 Pupil ratio advice
6.4 Visit leader checklist	6.10 Transporting pupils
6.5 Emergency Action Cards	6.11 Risk Management advice
6.6 Visits evaluation form	6.12 EVC annual audit

