

# **Stebbing Primary School Educational Visits Policy ESSEX COUNTY COUNCIL**

Created/updated February 2021  
Ratified By Governing Body February 2021  
Due for review February 2024

## **EDUCATIONAL VISITS COORDINATORS:**

Miss Lucy Mawson - Updated training September 2019

Mr Tom Le Masurier - Originally trained June 2017

Please note in the absence of the Headteacher the Educational Visit  
trained Coordinator will assume the Headteacher's role

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## Introduction

-The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member at STEBBING PRIMARY SCHOOL reads this policy before contemplating or organising any educational trip or visit.

-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/) 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.

## Reasons for Visit

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

We believe that educational visits are an integral part of the entitlement of every pupil to enable 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 Stebbing Primary a supportive and effective learning environment. The benefits to pupils 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 meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- 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.

## 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. 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
- 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.

## Gaining approval for a trip

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 Headteacher or EVC

- 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.

An electronic submission process EVOLVE is used to log, audit, approve the following:

Overseas	yes	and formal approval by	EVC	Head	LA
Residential	yes	and formal approval by	EVC	Head	LA
Adventurous	yes	and formal approval by	EVC	Head	LA
Local approved	yes	and formal approval by	EVC	Head	

Routine local visits in the 'Extended learning locality' (See Appendix 1 for areas) are covered by our generic risk assessment. A brief itinerary is always completed and agreed by an EVC prior to the visit.

The approval process is as follows for each type of visit:

1. Local visits: A visit outline is verbally presented to the Headteacher. The visit is discussed and agreed. The Visit Leader will then plan and risk assess the visit.
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 7 days in advance, and then forwarded to the Headteacher for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Headteacher to the 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 Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

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:

- An apprenticeship system, where 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 and attend 'in-house' training.

In deciding whether a member of staff is competent to be a visit leader, the Headteacher will take into account 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.

**The Educational Visits Coordinators (EVC) are Miss Lucy Mawson and Mr Tom Le Masurier.** They 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. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE. This may be delegated to the EVC.

**The Governing Body's** role is that of a 'critical friend'. Upcoming residential or overseas visits are discussed at Full Governing Body level. A brief outline of the visit is explained by the EVC. The Governor responsible for risk assessments has a further discussion with the EVC and signs off the risk assessment. Individual governors may request 'read-only' access to EVOLVE.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## Choosing a provider

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

[www.oeapng.info/](http://www.oeapng.info/) 4.4f 4.4g and 4.4h- Note the need to check on insurance / Ts & Cs / LOtCQB etc.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 3 )

## Parental Consent

The school obtains blanket consent at the start of a child's schooling for activities that fall within the 'Extended learning locality', local visits including sporting events. Parents must give consent through Parentmail or through a traditional paper consent form. This consent allows the school to transport children in a staff car, minibus or coach.

Specific, (ie. one-off), parental consent must be obtained for all other visits beyond what is deemed as local (e.g. trip to London). For these visits, sufficient information must be made available to parents (via letters, meetings, etc.), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via Parentmail, or through a traditional paper consent form.

## Inclusion

Please see our Inclusion policy and Accessibility plan on our school website

[www.stebbingprimary.co.uk](http://www.stebbingprimary.co.uk)

## Charging / funding for visits

Please see our charging policy.

[www.stebbingprimary.co.uk](http://www.stebbingprimary.co.uk)

## Transport

There are different forms of transport used when conducting school trips.

Usually a coach is hired (fitted with seatbelts for all passengers).

We may use the Uttlesford mini-bus service. This service includes a driver. We will always have one member of staff on the mini-bus. For longer journeys out of the Uttlesford/Braintree area we would have two members of staff present on the minibus or a member of staff following in a car behind.

Occasionally cars may be used for short trips. If staff cars are used documentation is acquired from staff members (incl. copies of driving license; fully comprehensive insurance certificate and business insurance).

We also have access to the Stebbing minibus and have competent staff who have the relevant qualifications to drive the minibus.

For parents/carers driving children to different events this is through private arrangement by the parents. The school does not take part in organising lifts by other parents.

**Use of staff cars to transport pupils** – Refer to the LA's guidance document.

## 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 2). All staff on visits are familiar with this plan and it is tested at **least annually** and following any major staffing changes.

See OEAP National Guidance document :  
<http://oeapng.info> 1a-Critical-Incident-Management-Employer

All leaders must carry the school's 'Critical Incident form' (z Cards)– 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.

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 local authority. The relevant information to follow for a Critical Incident is stored in the Headteacher's office (see also Appendix 2)

## The visit

### On the day

Leave in the school office:

- an amended list of children present and going on the visit.
- full list of staff and volunteers and groups of children for which they are responsible
- an itinerary for the entire day.
- a copy of the written briefing notes for the volunteers.
- check children out of classroom to ensure bags, lunch boxes and necessary resources are taken
- take First Aid Kit, not well bowl, inhalers and other medication e.g. adrenaline pen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.

### During the visit

Young Children must be kept in their group at all times. With older children, close, or even remote supervision, is acceptable with suitable checks and contingencies in place. (e.g. Yr 11 working in groups of 4 minimum – responsibility to support each-other may be suitable and sufficient for a delimited area in a town centre.)

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

### **On return**

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

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

## **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.

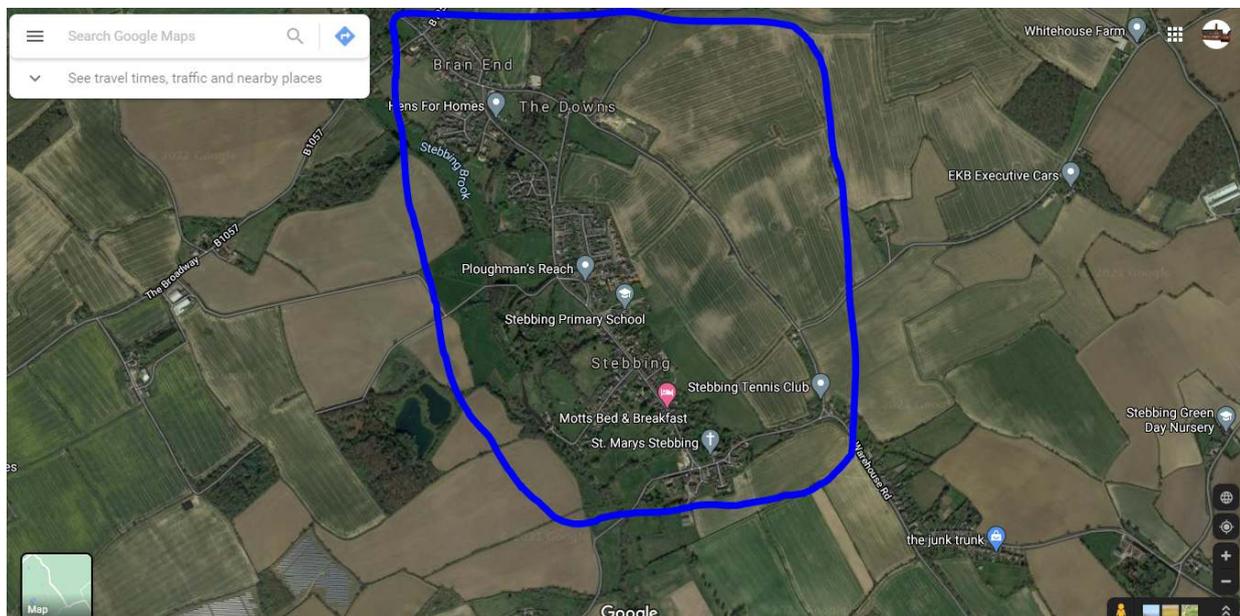
## **Insurance**

We are covered under the Essex County Council insurance for schools. A phone call is made prior to an Overseas visit to ECC to ensure details and documents are current.

## APPENDIX

### Appendix 1: Boundaries of the local area

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: e.g.



We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

### Operating Procedure for Extended Learning Locality

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).
- Allergy Awareness

These are managed by a combination of the following:

- The Headteacher 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 concept and Operating Procedure of the 'Extended learning locality/local visits is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults or more.
- 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. One adult will go to look for a child. The child (if close enough to school) will return to school and alert a member of staff to contact the Visit Leader.
- 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 mobile/personal mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles).
- When walking towards the church (where the path ends) children must walk in single file along the white road markings. Adults will walk wider into the main road to ensure children are visible as early as possible to oncoming traffic.

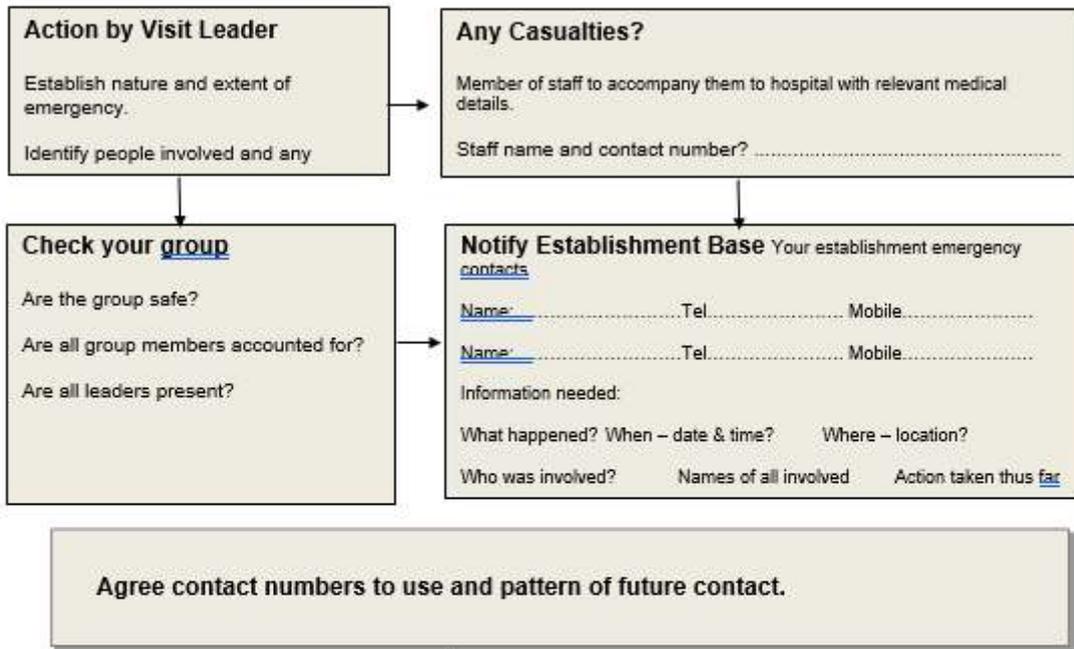
## Appendix 2: Emergency Procedure

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.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
  - a) An LA Emergency 'Card' (see EVOLVE Resources), or
  - b) An OEAP National Guidance Emergency action card.
7. This Emergency Procedure is tested through both desktop exercises and periodic scenario calls from visit leaders.

## Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



### Action by Establishment

