

# Educational Visits Policy

Hawthorn Primary School



INDIVIDUALLY WE MATTER, TOGETHER WE SHINE

**Approved by: Governing Board**

**Pupil progress and welfare committee**

**Date:** September 2020

**Last reviewed on:**

**September 2018**

**Next review due by:**

**September 2022**

## **Aim**

***The aim of this policy is to sustain and promote a broad range of off-site Educational Visits from Hawthorn Primary School, whilst ensuring safe practice and competent supervision.***

This document should be used in conjunction with the following documents:

Policy and Guidance for Educational Visits and Learning Outside the Classroom,  
Birmingham Local Authority

## **The Rationale for Educational Visits at Hawthorn**

School visits and journeys have educational value both in the contributions they make to the enhancement of the curriculum and the extent to which they extend experiences on a broader level, providing deeper subject learning and increasing self-confidence.

Visits should enhance the educational experience for all children by bringing the curriculum to life through a wide range of activities and constitute an integral part of school life.

Educational visits should teach children how to manage risks and allow them to develop their risk awareness, preparing them for their future working lives. To ensure that every pupil at Hawthorn experiences learning outside the classroom, Educational visits are incorporated as an essential part of learning and personal development, whatever the age ability or circumstances.

At Hawthorn Primary, the financial planning supports varied and highly stimulating visits taking place. (See Policy for Charging and Remissions).

## **Key Points for all visits:**

- All Educational Visits must have clearly identified aims and objectives.
- All Educational Visits must have an approved competent Visit Leader who is a BCC employee.
- Approval for an Educational Visit and for the designated competent Visit Leader role is made by the Head Teacher or EVC.
- All visits must provide evidence of a prepared written risk assessment.
- Visit Leaders must carry copies of all supporting documentation on the visit, e.g. emergency contacts, itinerary, names and group detail.
- EVC/The School Office must retain and record all supporting documentation in school
- Parents must be fully informed of all arrangements

***Well planned visits lead to successful outcomes***

**OFSTED's Key Finding from a report on Learning Outside the Classroom (Oct 2008) states:**

*When planned and implemented well, learning outside the classroom contributed **significantly to raising standards** and improving pupils' or young people's personal, social and emotional development.*

**Categories of Educational Visits and The Approval Process**

Educational visits are categorised to ensure that the correct risk assessment and preparations are made.

**Visits are categorised by Birmingham LA as follows:**

**Visit type A**

- Day visits (less than 24 hrs) which do not include adventurous activities and do not use external centres.
- Risk assessment should, ideally, be completed 1 school week before the visit is due to take place and uploaded on to the eVisits site.

**Visit Type B**

- Visits which involve any nights away from the school, overseas travel, and/or which involve adventurous activities e.g. climbing wall, canoeing.
- Form OE2005 should be completed and interim approval sought by the Head teacher.

Visits to parks, shops and libraries in the locality will require a risk assessment to be completed by the Class Teacher. Consent for local visits from parents should be sought at the start of the academic year.

**Inclusion and Entitlement**

Educational visits are an integral part of Hawthorn School's Curriculum. All pupils are entitled to participate irrespective of social background, culture, race, gender, differences in ability and disabilities.

Each pupil has an entitlement to experience:

- Effective learning opportunities
- Success in learning
- Achieving as high a standard as possible
- At least one Residential experience

Teachers will set appropriate learning challenges, responding to pupils' diverse learning needs. Hawthorn School will make provision, with well-planned reasonable adjustments as appropriate, to support pupils, enabling them where possible to participate effectively in all educational visits.

This will include our residential experiences which take place in KS 2.

### **Leadership of an Educational Visit**

It is essential that the lead teacher and other members of staff taking part in each educational visit have first-hand knowledge of the places to be visited and, where possible, made a preliminary visit to identify hazards in order to minimize the risks involved for adults and pupils. A risk assessment of the proposed visit should be carried out as part of the pre-planning by the visit leader. This is a legal requirement.

### **Adult/Pupil Ratio**

All visits should be accompanied by an adequate number of adults, at least half of these being teachers at the school or staff employed by the school.

Factors for consideration when deciding pupil: staff ratio.

- gender, age, ability of children with SEND or medical needs
- the nature of the activities
- experience of adults in off site visits
- duration and nature of the journey
- type of accommodation
- first aid cover
- distance away from school and transport available

**The minimum guide for all visits is:**

**Nursery - 1 Adult: 2 - 3 pupils  
Years 1 to 3 6 – 10**

**Reception - 1 Adult : 3-5  
Years 4- 6 - 1:10 -15**

***(DFE Health and Safety of Pupils on Educational Visits)***

### **Parents/Volunteers**

In Early Years Foundation Stage, Hawthorn can request parents/carers to attend visits to support their child and/or supplement the ratio.

Any parents/carers that our school invites to support an educational visit should be carefully selected by the Class Teacher and agreed by the Head Teacher/EVC. Any such persons would be in unregulated activity with the children and therefore would not, at any time, be left, or be requested to supervise children without a member of staff from Hawthorn who is in regulated activity with children.

Volunteers and/or parents/carers will need to be clear about their roles and responsibilities and will need to join a briefing meeting with the Class Team.

Volunteers who are not employees at Hawthorn must:

- understand and agree to the expectations of them;
- understand their relationship to the pupils, staff and visit leader;

- recognise the limits of their responsibilities;
- ensure they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment and so will always be accompanied by a member of Hawthorn Staff ;
- follow instructions from Staff;
- raise concerns for pupils' welfare with the visit leader.

## **Roles and responsibilities**

### **Visit Leader**

For most educational visits the visit leader will be a teacher. When a visit involves a small number of pupils a member of Support Staff may lead the visit. Any member of staff leading a visit should be able to meet the educational aims of the visit and is competent in all the visit requirements.

In addition to the responsibilities implicit in the above paragraphs, the Visit Leader will have overall responsibility for management of the visit and must:

- follow LA and governing body regulations, guidelines and policies;
- recognise that whilst leading the visit he / she is representing the Headteacher, school and LA;
- ensure that all accompanying adults, whether employees or volunteers, are fully briefed on their roles and responsibilities;
- ensure the overall maintenance of supervision, order and discipline at all times;
- make adequate arrangements for the safety and well-being of all young people at all times;
- follow child protection and safeguarding procedures;
- make appropriate and adequate preparations for emergencies and ensure that all accompanying leaders are familiar with these procedures;
- arrange for clearly understood delegation in the absence of the visit leader;
- ensure that persons instructing adventure activities are properly qualified and centres have appropriate licences.
- ensure that the visit and activities are suitable for the group;
- ensure that accompanying adults are aware of any special educational or medical needs;
- carry out a comprehensive risk assessment and obtain the Head's/EVC written approval. This should be done using the **eVisits** site for which all staff have log ins.

- It is the Visit Leader's responsibility to give appropriate and clear information regarding risk assessments and roles and responsibilities to any additional adult/volunteer helpers. If possible invite them to take part in the 'Collective Discussion' to promote 'ownership'
- The Visit Leader collates and checks parental consent forms for all pupils or young people. *A clear risk assessment must be made for any named child with known medical or behavioural issues*
- It is the Visit Leader's and support staff's responsibility to ensure children are suitably briefed at all stages of the visit. All group members must be clear of

rules and behaviour code. ***Children should be involved in the ongoing risk assessment***

- The Visit Leader has responsibility for the whole group and must ensure relevant documentation is taken on all visits: (pupil medical and consent information, the risk assessment, itinerary details, emergency contact details and 'Critical Incident' emergency numbers
- Copies of these documents must be kept by the Visit Leader, the school office
- It is the Visit Leader's responsibility to ensure adequate first aid has been considered and provided for the visit and that first aid kits are taken along with individual children's medical kits and requirements as appropriate
- All staff and adult helpers should be made aware of who is responsible for first aid. The risk assessment must show evidence first aid has been considered.
- Transport for all visits must meet LA guidance/standards. The itinerary, the arrangements and drop off and collection places must be checked and agreed upon
- Visits should be evaluated upon return so that there is a record of the suitability of the visit and any factors which would be of use if we were to visit again in the future.

#### **Educational Visits Co-Ordinator**

Named teacher in charge of offsite/ educational visits – Harriet Appleby. There is an additional member of the SLT who has participated in EVC training: Emerson Barr.

#### ***The functions of the EVC are to:***

- work as delegated on behalf of the Head/LA/Governors;
- support the Heads and Governors with approval decisions;
- ensure competence of the staff and volunteers to lead or supervise a visit;
- organise the training of leaders and others going on a visit
- keep records of individual visits including accident/incident/near miss reports;
- review systems and monitor practice;
- administer the eVisits site

#### **Office Administrator**

- will book the minibus/ coach for the visit
- send a letter to parents detailing arrangements as notified by the visit leader;
- collect and record any payments for visits;
- collect any consent forms needed for the visit;
- keep all consent forms for 3 years.

#### **Roles and Responsibilities – Further Information**

- The Head Teacher/ EVC must be consulted on any educational visit being organised and be kept informed of arrangements, as necessary.
- The Head Teacher/ EVC who sign approval forms for Educational Visits should have evidence of recent and relevant training through either: full- day EVC

training, half-day EVC top-up training or EVC twilight training delivered by the Outdoor Learning Service.

- The Head Teacher should ensure that the Educational Visits Co-coordinator (EVC) is competent, trained and is revalidated/accredited through Local Authority Top-Up courses every three years as a minimum.
- The Governing Body need to be kept informed of the nature and progress/success of educational visits.
- EVC/Visit Leaders need to consider Insurance matters for Educational Visits and fully inform parents.
- Parents/Carers need to be kept fully informed regarding regular and repeated activity that is either on or off-site PE and sporting activity or regular repeated programme of off-site Educational Visits.
- BCC policy for transporting children in cars needs to be adhered to.
- Parents need to be informed that they have responsibility for transporting their own children to and from venues when transport is not provided.
- The Governing Body to ensure there is an updated 'charging and remissions policy' linked to BCC and national guidance.

A risk assessment should be completed for all off-site visits.

The risk assessment should be seen by the EVC or Head teacher and agreed before the visit takes place. Please submit risk assessments at least one week in advance of the visit.

If a generic risk assessment already exists e.g. for a visit to the local community such as Hawthorn Shops, 2 days' notice is normally be sufficient. One week (5 working days) will be the necessary time lapse between R.A. submission and the trip being carried out where the children are travelling by coach or minibus on an external day visit. In respect of a residential trip e.g., Risk Assessments will need to be submitted to EVC AND Headteacher 2 weeks prior to the trip (10 working days).

### **Planning for emergency procedures**

In the event of a medical emergency whilst out on site. The visit leader must inform a senior member of staff and head teacher and contact emergency services. Ensure that there is a reliable emergency contact at school for each visit who can be contacted and who can access all details of the visit at any time. (24/7 for residential visits)