



Educational Visits Policy

Plan approved by Governors

Review in Spring 2017

Signed on behalf of Governors: **Sue Brackenbury** Date: **17/03/2016**

Presented to the governors for approval.

Learning Outside the Classroom:

- Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.
- These often the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They allow us to transfer learning experienced outside the classroom and vice versa.
- Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and when we learn.
- The Frithville and New York Federation has formally adopted, through its Governing Body, the Lincolnshire Regulations and Guidance for the Safe Practice of Offsite Visits/Educational Visits. Further school procedures have been agreed with the Governing Body to ensure that this policy is adhered to.
- Lincolnshire Regulations and Guidance for the Safe Practice of Offsite Visits/Educational Visits are available to view at – www.cfbt.com/lincolnshire/outdooreducation

Aims and purposes of Educational Visits:

- The Federation has a strong commitment to the added value of learning outside the classroom, some of which takes place beyond the statutory school day and beyond the school premises.
- Each year the Federation will arrange a number of educational visits and activities that take place off the school site and/or out of school hours, which support the aims of the school to:
 1. Develop confident, secure and happy children.
 2. Provide a fresh, vibrant and active curriculum that models and inspires enthusiastic lifelong learners.
 3. Track the progress and attainment of all pupils; celebrate and value their successes.
 4. Foster love and compassion for each other and the wider community.
 5. Nurture trust, promote self-discipline and respect within a safe environment
- The range of opportunities and activities are outlined in the school prospectus along with the criteria by which pupils are able to access them and the methods by which parents will be notified and asked for their consent.
- The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:
 1. Out of hours clubs (choir, orchestra, art, sports, homework, etc)
 2. School teams
 3. Regular nearby visits (New York and Frithville Village Halls and Wildmore Parish and St Peter's Churches)
 4. Day visits for particular year groups
 5. Residential visits
 6. Adventurous activities, which might be classed as higher risk.

Approval Procedure and Consent:

- The Headteacher is nominated, as per DCSF Guidance, as the Educational Visits Co-ordinator (EVC) and the Governing Body has approved this appointment.
- The Governing Body has delegated the consideration and approval of educational visits and other offsite activities to the Federation Governing Body and has nominated the Headteacher as signatory, as necessary, on behalf of the Governing Body.
- Before a visit is advertised to parents the Headteacher (EVC) and Governors must approve the initial plan.
- Visits that include adventurous activities and/ or a residential element will require approval by the Local Authority (CfBT) via Approval and notification forms, these can be sent via email ~ evsupport@cfbt.com
- Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school's accounts.
- For out of hours clubs, school teams and nearby visits, parents will be asked to sign a general letter of consent for participation in these activities when their son/daughter enters the school. Parents will be given the timetable for the activities that pupils are involved in and will be informed if an activity has to be cancelled.
- For any visit lasting a day or more, parents will be asked to sign a letter, which consents to their son/daughter taking part. This will include a separate medical consent form. The school has a standard model letter, which should be used for this purpose.

Staffing:

- The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.
- Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.
- The school will ensure that CRB screening is available for volunteer adults assisting with educational activities and visits.
- On residential visits the gender of the staff responsible for supervision and pastoral care will reflect the gender of the pupils
- The staff:pupil ratios will not exceed those as recommended by the Local Authority.
- The school does not support additional people accompanying educational visits who are not pupils at the school or part of the agreed staff complement. This may include family members accompanying visits if the Governing Body is not satisfied that there is an educational benefit for the pupils.
- The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

The Expectations of Pupils and Parents:

- The school has a clear code of conduct for school visits based on the school's 'Behaviour Policy'.
- This code of conduct will be part of the conditions of booking by the parents, and will include guidance in relation to the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a fixed term exclusion from school.

Emergency Procedures:

- The school will appoint a member of the SMT as the emergency school contact for each visit.
- All major incidents should immediately be related to this person, especially those involving injury or that might attract media attention.
- The Visit Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including the home contact details of parents/guardians and next-of-kin, as appropriate.
- The Visit Leader will take with them a copy of the schools (linked to LCC) Major Incident Procedures, along with the contact details of the appointed emergency school contacts.
- All incidents and accidents occurring on a visit will be reported back through the school systems. The Outdoor Education Unit should also be advised of any serious incidents or accidents.
- The school will have emergency funding available to support the Visit Leader in any emergency that occurs in the UK or abroad.

Evaluation

- All visits will be evaluated by the Visit Leader with the EVC.

- The EVC will ensure that any risk assessments for the visits or activities are evaluated and/or modified as a result of findings or feedback from the visit.
- The Visit Leader and administrator are responsible for presenting a financial account for the visit which will be audited as part of the school's procedures.

Appendix A:

5.4 BASIC PRINCIPLES OF SAFE PRACTICE

Extract taken from the Educational Visits Lincolnshire Employer Policy and Guidance p17/18.

Off-site activities by their very nature and location carry elements of risk above those normally found in the classroom. By adopting the principles listed below, accidents or incidents will not be eliminated entirely, but schools/settings will ensure that their likelihood is reduced to a tolerable level.

1. Ensure there is a clearly identified purpose to the whole programme and parts of the programme appropriate to the age and ability of the group
2. Keep parents/carers, young people and relevant authorities informed about proposed activities and gain approval where necessary
3. Carry out risk assessments that take account of the health, safety and welfare of all participants and record the significant findings (Don't forget that adults are not immune from accidents)
4. Seek advice when there is doubt about safe practice
5. Carry out a pre-visit to the area or if this is not reasonably practicable gather sufficient background information before the visit
6. Ensure compliance with any statutory requirements
7. Work within the standards of competence and guidance recommended by national governing bodies and other recognised organisations
8. Ensure that the qualities of leadership, judgement, anticipation and control are present on the part of all who accompany the visit, especially the visit leader
9. Ensure that appropriate clothing and equipment is available
10. Have clearly established codes of behaviour, agreed and understood by all
11. Ensure adequate supervision at all times that relates to the level of risk being encountered
12. Know your group
13. Have a responsible attitude to the environment; it shows a responsible attitude to self and other.
14. Ensure all adults carry a full list of group members, (including adults,) with the appropriate contact numbers, medical details and appropriate consent forms
15. Maintain professional and personal experience related to specific activities and environments

6.1 ROLES AND RESPONSIBILITIES

Extract take from the Educational Visits Lincolnshire Employer Policy and Guidance p17/18.

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6.1.1 Lincolnshire County Council

Lincolnshire County Council will:

- Make this document available to all Children's Services establishments and other relevant settings
- Assess/recommend (depending on type of school/setting) proposals for specified types of visits
- Provide access to staff for advice
- Establish points of contact for staff in the case of emergency
- Ensure training needs have been addressed
- Maintain specified insurance cover for schools/settings where LCC is the employer and offer other types of schools/settings the opportunity to buy into the specified insurance cover
- Maintain procedures for the monitoring and review of safety procedures during visits

6.1.2 Governing Body

The Governing Body of all types of school/setting should:

Agree a policy for the management of off-site activities, which may be addressed by endorsing the LA policy guidance and should include additional information and reference to:

- How off-site activities are approved
- How training and information is provided
- Emergency action procedures
- The reporting of accidents and incidents including 'near misses'
- Monitoring and reviewing policy and practice
- The assessing of proposals for certain types of visit, which should include overnight stays and visits outside the UK
- Ensuring that less routine and hazardous activities are planned well in advance and that proposals are submitted to LCC where appropriate
- The management of any significant provision particular to the school/setting, e.g. Minibus.

6.1.3 Headteacher/Setting Leader

The Headteacher/Setting Leader must ensure that:

- All off-site activities comply with the employer policy and guidance (normally the LA version) and local school/setting procedures
- The visit leader and additional staff are suitably experienced and competent to manage all aspects of the visit
- Approval procedures are followed
- The planning checklist has been followed
- Risks have been assessed, recorded and safety measures are in place to manage those risks
- Child Protection procedures are understood and utilised
- Visits are inclusive and take account of young people with special needs and disabilities

Additionally, Headteachers/setting leaders should introduce procedures that enable the Governing Body to ask questions about the organisation of visits generally as well as those for which governor approval is required. Through the agreement of governors, sufficient time and resources should be identified so that EVCs can fulfil their role efficiently and the induction and training of staff and volunteers can be carried out.

6.1.4 The Educational Visits Co-ordinator (EVC)

It is good practice for schools/settings to have an Educational Visits Co-ordinator (EVC). This may be the Headteacher or it could equally be a teacher or other member of school staff. In this case the EVC will be appointed by, and act on behalf of, the Headteacher/setting leader.

All schools/settings where LCC is the employer **MUST** have an appointed and registered EVC.

The formal recognition of the EVC function will help the school carry out its health and safety obligations for off-site visits.

A new EVC web page has been created to support the proper induction of EVCs: EVC Induction Page.

The EVC will be involved in the planning and management of all school/setting visits though not necessarily in the actual visit itself. **Even though the tasks associated with the role of EVC have been delegated to that person, ultimate responsibility for health and safety remains with the employer.**

Community and Controlled schools should complete form LEV 5 (Section 9) to enable the EVC to be registered with Lincolnshire County Council and thus able to authorise at school/setting level all category 'A' and 'B' visits. Category 'C' visits will be supported by the EVC but approved at LCC level.

Academy, Foundation, Aided and Independent schools may make use of the Educational Visits Service if they wish, though approval for **all** visits in such schools/settings will remain at school/setting level. Recommendations will be provided by the Educational Visits Services based on the information provided.

Registration will help the processes of communication between the Educational Visits Service and EVC in these schools/settings.

The member of school/setting staff designated as the EVC should be specifically competent. The level of competence required will relate directly to the size of the school/setting and the types of visits undertaken by the school/setting.

Functions of the EVC

- Ensure visits meet the employer's and school/setting's requirements
- Support the head and governors with approval and other decisions
- Assess the competence of prospective leaders and staff
- Ensure risk assessments are suitable for the purpose
- Organise training and induction
- Ensure parents/carers are informed and give consent
- Co-ordinate emergency arrangements
- Keep records of visits, accident or incident reports
- Review systems and monitor practice
- Liaise with the Educational Visits Service

EVC Training is available via the Educational Visits Service.

6.1.5 The Visit Leader

The Visit leader has overall responsibility for the supervision and conduct of the visit including direct responsibility for the health, safety and welfare of young people whilst on a visit.

Visit Leader Training is available via the Educational Visits Service. This is particularly useful for the induction of Newly Qualified Teachers.

The visit leader must

- Be approved to carry out the visit and obtain the permission of the Headteacher/Setting Leader before any visit takes place
- Ensure appropriate parental consent for the visit has been obtained
- Be suitably **competent** (see below) and **knowledgeable** about school/setting and LCC procedures
- Plan and prepare for the visit and assess the risks
- Plan emergency arrangements
- Define roles and responsibilities of other staff and young people and ensure effective supervision of what they do
- Liaise with the EVC and / or Educational Visits Service over any matters where advice is required

- Evaluate the visit on return to school/setting and record / report any accident,

Competence

Evidence of competence may be through qualification and / or the experience of practical leadership over many years of off-site visits and activities. The ability to use common sense is an important third aspect of competence.

Note however that if a teacher/adult were to lead a hazardous activity such as sailing or rock climbing without a recognised qualification, even though the teacher/adult were an experienced person in their own right, the law would be likely to view them as a talented amateur and therefore not qualified to lead that activity. Specialist instructors with recognised National Governing Body/specialist qualifications are required to lead hazardous activities.

6.1.6 Additional Members of Staff and Volunteers

Members of staff act as employees of the employer whilst on work related visits. Members of staff, volunteers and parent helpers should:

- Assist the visit leader in ensuring the health, safety and welfare of all young people on the visit
- Be clear about their roles and responsibilities whilst taking part in the visit or activity

6.1.7 Children and Young People

During visits, young people also have responsibilities that they should be made aware of, by the visit leader or other members of staff, for their own health and safety and that of the group.

Young people should:

- Not take unnecessary risks
- Follow the instructions of the visit leader, activity leader or other members of staff
- Behave sensibly keeping to the agreed code of conduct
- Inform a member of staff of any significant hazards

6.1.8 Parents/carers

Parents/carers have an important role in deciding whether any visit is suitable for their child, informed by the information presented to them in the initial proposal for the visit.

Subject to their agreement to the visit, parents/carers should:

- Inform the visit leader about medical, psychological or physical conditions relevant to the visit
- Provide emergency contact numbers
- Sign the appropriate consent form (See Section 7.7)
- Support the school/setting in its work to ensure the health, safety and welfare of all those who are taking part in the visit