

Educational Visits

Date	Review Date	Coordinator	Nominated Governor
May 2024	May 2025	J. Cunningham	T & L

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Employers Liability (Compulsory Insurance) Act 1969
- Health and Safety at Work Act 1974
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Adventure Activities Licensing Regulations 1996
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- School Premises (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe that educational visits:

- ‘Offer an invaluable opportunity to enrich young peoples’ learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.’ (Welsh Assembly Government 2008);
- are a major contributor to good health and mental wellbeing for children;
- build resilience, self-confidence and a sense of belonging;
- build trust through team-work and instill skills such as collaboration and communication which can support attentiveness, concentration and classroom performance;
- through carefully constructed and facilitated outdoor learning, can bring lasting benefits to children and young people.

An educational visit could be a short-term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

We believe that outdoor activities and residential visits:

- benefit all pupils, especially vulnerable and disadvantaged pupils;
- for Y5/6 pupils focus on the skills needed for life in secondary school;
- promote self-determination, high levels of autonomy, independence and motivation;

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- make pupils feel proud and content of their accomplishments, build confidence and competence and make pupils feel valued as a member of a group.

We will ensure that we comply with all current national and local documentation before any educational visit is authorised. When planning an educational visit, we will ensure that any third-party provider, such as a third-party person/organisation contracted to organise/deliver all or part of the visit or just supervise pupils, meets our needs, expectations and has appropriate accreditation. Before a visit to an unfamiliar facility or venue the visit leader may undertake a preliminary visit to ensure the suitability of the venue/facility.

All school personnel attending an educational visit are trained in safeguarding procedures in order to ensure pupils' safety and to cover all eventualities such as high-profile terrorist threats when visiting such places as London.

We believe that we are an educationally inclusive school, so therefore we will ensure all children are included on educational visits including those with special educational needs, disabilities or other special conditions or social circumstances. Additional adult support will be provided.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

1. Aims

- To provide a clear and coherent structure for the planning and evaluation of educational visits in order to enhance the curricular and recreational opportunities for pupils.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

2. Role of the Governing Body

The governing body has:

- appointed a member of staff to be the coordinator for educational visits;
- the right to be consulted and to give permission for all school trips;
- responsibility to ensure:

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- the school complies with all health and safety regulations and procedures;
 - all risk assessments are in place,
 - emergency plans are in place;
 - insurance cover is in place;
 - adequate supervision is in place;
 - the needs of all pupils are catered for.
- delegated powers and responsibilities to the headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
 - responsibility for ensuring that the school complies with all equalities legislation;
 - responsibility for ensuring funding is in place to support this policy;
 - responsibility for ensuring this policy and all policies are maintained and updated regularly;
 - responsibility for ensuring policies are made available to parents;
 - responsibility for the effective implementation, monitoring and evaluation of this policy.

3. Role of the Headteacher

The headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- be responsible for the sanctioning and authorizing of all educational visits whatever the duration or purpose;
- consider the following before sanctioning and authorizing any educational visit:
 - the educational benefits of the visit;
 - the travelling time to and from the venue;
 - the health and safety factors;
 - the third-party provider has appropriate accreditation;
 - the overall suitability of the venue/facility.
- ensure risk assessments are:
 - in place;
 - accurate and suitable;
 - reviewed annually;
 - easily available for all school personnel.
- ensure the following safeguarding procedures are in place before sanctioning and authorising any educational visit:
 - The correct adult to pupil ratio.
 - Trained first aiders.
 - First aid kit.
 - Medication for specific children.
 - High visibility vests for adults.
 - All adults to carry a mobile phone.

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- A list of all pupil emergency contact numbers both mobile and landline.
- School personnel trained in emergency procedures if an incident should occur.
- Identified safe place(s) of refuge to go to in case of a major emergency.

- ensure that the coordinator for educational visits and party leaders have appropriate training and are sufficiently competent, experienced and qualified;
- ensure all accidents and emergencies are dealt with and reported;
- ensure all relevant insurance cover is in place;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons;
 - monitoring planning and assessment;
 - speaking with pupils, school personnel, parents and governors.

- annually report to the governing body on the success and development of this policy.

4. Role of the Educational Visit Coordinator (Headteacher)

The coordinator will:

- be competent, experienced and qualified to undertake the role;
- undertake appropriate training in:
 - organising and supervising educational visits;
 - risk assessment;
 - emergency procedures;
 - medical and first aid;
 - pupil behaviour and discipline;
 - supporting pupils with additional learning needs;
 - outdoor activities;
 - water safety;
 - dealing with the media.

- ensure that all documentation is in place before the visit plan can be authorised by the headteacher and governing body;
- review the planning, documentation and competence of the party leader before recommending the authorisation of any educational visit;
- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the governing body on the success and development of this policy.

5. Role of Party Leaders

Party leaders will complete the following visit plan before any visit is authorised:

- a risk assessment(s) based on a pre-visit or prior knowledge;
- the nature, purpose and length of the visit;
- accommodation details;
- the year group and pupil numbers;
- pupil names;
- contact details;
- emergency contact details;
- parent consent forms;
- medical records;
- the number of adults;
- adult pupil ratio;
- insurance;
- costings of the visit;
- coach firm and contact details;
- travel arrangements;
- itinerary of visit;
- medical and first aid;
- mobile phone;
- emergency procedures.

6. Role of Other Supervising Adults

The party leader will ensure that all supervising adults are:

- trained in supervisory procedures for educational visits
- allocated a group of named pupils
- given pupil information
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

7. Risk Assessment Procedures

Risk assessments will be completed on preliminary site visits and will cover:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

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We will use risk assessments that have been produced by venues who provide instructor led activities. A risk assessment of the mode/s of transport will also be undertaken.

We have in place risk assessments for but not limited to:

- activities in or near water;
- farm visits;
- the local church;
- residential visit accommodation;
- theme parks.

8. Accidents and Emergencies

In the event of an accident or an emergency, the group leader will:

- be in charge of all accidents and emergencies;
- assess the situation by establishing the nature and the extent of the problem;
- take charge of the incident;
- account for all members of the group;
- ensure all school personnel undertake their allocated roles and responsibilities in an emergency;
- ensure all injuries are dealt with;
- contact the emergency services for assistance;
- ensure an appropriate adult accompanies any casualties to hospital;
- alert school to the nature of the accident/emergency;
- ensure the safety all members of the group;
- record and report all accidents and emergencies;
- ensure all pupil contact details are in place;
- contact parents in the case of an incident;
- deal with any reports or interviews to the media;
- consider the emotional needs of any member of the school group who may have been affected by the incident;
- complete the appropriate accident and incident forms;
- comply the RIDDOR regulations;
- monitor, assess and review the incident;
- update this policy in line with the findings from the review.

9. Recording an Incident

All incidents must be recorded either during the incident or as soon after the incident. The following should be recorded:

- Date.
- Time.
- Location.
- Nature of the incident.
- Names of casualties and their injuries.
- Names of those taken to hospital.

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- Approximate times of all communications to:
 - emergency services;
 - school;
 - parents;
 - local hospital;
 - other.
- Names and contact details of any witnesses.
- Outcome(s) of the incident.

10. Recommended Adult Pupil Ratios

We will generally use the following adult pupil ratios:

EYFS, Y1, Y2	Y3/4	Y5/6
1:6	1:8	1:10

11. Medical and First Aid

The group leader will ensure:

- staff are trained in first aid;
- supervisory adults are aware of all medical and first aid arrangements and procedures;
- the medical information of all pupils is in place;
- parent consent forms are in place;
- pupil medications are in place and secure;
- parents are contacted if their child is injured.

12. Authorisation of Educational Visits

The headteacher will:

- authorise all short term or day educational visits;
- seek the approval of the governing body and the LA for a residential visit.

13. Role of Parents

Parents will:

- be informed of all educational visits by the school and will be given full detailed information of the visit;
- complete a standard parental consent form before their child attends an educational visit so that medical conditions, allergies and special dietary needs are covered;
- submit current emergency contact details before an educational visit takes place;

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- attend all planning and information meetings held by the school before any residential or overseas visit takes place;
- be allocated named pupils during the visit;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;

14. Planning and Information Meetings

Parents will be invited to attend a planning and information meeting before any residential or overseas visit takes place. At this meeting, parents will be informed of the following:

- the name of the group leader;
- the ratio of pupils to adults;
- the dates and time of departure and return;
- the full contact details of the destination;
- the method/s of travel;
- the name of the coach firm/travel company;
- the itinerary of the educational visit and of the activities planned;
- the total cost;
- the date when the deposit needs to be paid and when the final travel cost has to be paid;
- insurance arrangements;
- pupil medical and dietary information;
- checklist of clothing and other essentials;
- checklist of equipment;
- details and advice of pupil pocket money;
- ground rules for the visit.

15. Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- abide by the ground rules and the standards of behaviour for the educational visit;
- know which adult is responsible for them;
- look after their possessions and spending money;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher or volunteer;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- wear appropriate clothing for an educational visit or school uniform;
- liaise with the school council;

- take part in questionnaires and surveys.

16. Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- give consent before any educational visit involving their child takes place;
- provide all relevant medical information and up to date contact details for their child;
- receive from the school all relevant information regarding the planned educational visit takes place.

17. Financial and Travel Arrangements

The school office will:

- act as 'treasurer' and will collect all monies from parents/carers and will pay all bills;
- organise all transport arrangements and dealing with reputable travel firms;
- ensure the school minibus complies with all regulations and appointed drivers are suitably qualified, experienced and insured.

18. Training

The Coordinator for Educational Visits will:

- undertake training organised by the local authority;
- train all Party Leaders and volunteer helpers
- ensure all school personnel have equal chances of training, career development and promotion;
- ensure all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

We ensure:

- all school personnel:
 - have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider (National College, DCC)
 - are familiar with the following documentation:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - are aware of the following linked policies:
 - Health and Safety
 - Risk Assessment

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- Medical and First Aid
 - Equal opportunities
 - Inclusion
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- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
 - all school personnel understand and undertake their role in safeguarding and child protection effectively.

19. Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website.
- Staff handbook.
- Meetings with parents
- Headteacher reports to the governing body.
- Email.
- Written communications with home such as monthly newsletters.

20. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

21. Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

22. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.



A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

23. Linked Policies

- Health and Safety
- Charges, Voluntary Contributions and Remissions.
- Medical and First Aid

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the designated safeguarding lead has been questioned on it to make sure it stands up to scrutiny;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school’s vision and objectives;
- has been received by all school personnel via appropriate safeguarding training;

Headteacher:		J. Cunningham	Date:	May 2024
Chair of Governing Body:		A. Farrow	Date:	May 2024