

## Educational Visits Policy

### Our Vision...

... that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

#### **Rationale**

At Hadley Wood School we believe that learning outside the classroom is an integral part of the curriculum and a beneficial experience for every child. Hadley Wood Primary School is an inclusive school and promotes social inclusion, irrespective of faith, nationality, sexual orientation and gender identity, gender expression or ability. Appropriately planned visits relevant to the current topic enhance learning and improve attainment, and so form a key part of a supportive and effective learning environment. Offsite work underpins the work that will be carried out in the classroom. The benefits to pupils of learning outside the classroom include, but are not limited to:

- Increased independence.
- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for exploration 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, i.e. 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.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Our priority is to ensure that all visits are safe, educational and enjoyable!

#### **Preparation for a visit:**

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day. All staff are required to plan and execute visits in line with this school policy and National Guidelines. Staff should be familiar with the roles and responsibilities outlined within the guidance and agree to adhere by them. The member of staff leading the visit, usually the class teacher, is required to follow a number of steps in preparation for the visit:

**A:** Identify the opportunity for learning beyond the classroom. This will usually occur when the teacher is planning the yearly overview, but at the latest will be when the half termly curriculum booklet is prepared.

**B:** Speak to, or email the EVC lead to say that you are considering the trip.

**C:** Consult the school calendar to find out if there are any dates that will be inappropriate for the trip.

**D:** Contact the trip provider to find availability for the trip and to arrange a pre-visit for risk assessment purposes. Risk assessment visits must take place in the teacher's own time - no time off in lieu will be available for this. (If you are interested to see the Risk Assessment, do ask the member of staff. Risk assessments include any specific medical issue in the class or anything on the trip which may be an issue for an individual, such as loud noises, which might unsettle a child with ASD.)

**E:** Complete a 'learning off site' form from the school office. This will give day, date, time, place, purpose and any other instruction that needs to be included for the trip. The school office will then arrange a coach or train tickets as necessary. The School office will enter the trip on to 'Evolve' to keep a record. They will also inform the school kitchen and any peripatetic teachers about the intended visit.

**F:** Complete the risk assessment for the trip and email this to the school office for inclusion on Evolve. The Headteacher will then need to authorise the trip on the Evolve system. The school office will help to cost the trip, remembering that some pupils do not pay for learning off site and not all providers give free adult places. The Home Office website carries advice on current safety recommendations.

*There is no rule about the ratio of adults to children, but the recognised 'rule of thumb' is that you have one adult for every year of the child's age, i.e. 1:4 for Reception up to 1:10 for Year 6.*

*For KS1 trips it is acceptable to ask parents to accompany you. There is a 'parents helping on school trips' letter for them to read. KS2 trips must be staffed by school personnel. If you are planning to take personnel from another class, please ask both the person concerned and their class teacher. Never assume that a person will be free to accompany you. It is advisable that at least one person accompanying the trip has a current first aid qualification.*

**G:** The **person who is leading the trip** is responsible for ensuring that any duties that the people accompanying them should be doing in school are covered by someone else.

**H:** Write an email to the parents giving them the details about the trip. Remember to include: day, date, time, place, purpose and any special instruction, (clothing, spending money, late return, packed lunch etc.) The school office will then put the trip on to 'Parent Pay' to start collecting payment for the trip.

**I:** Two school days before the trip is due to take place, contact the school office to ensure that all parents have paid (and therefore given permission) for the trip. Contact any parents who have not yet given permission for their child to attend the trip.

**Children must not go on a trip without the permission of at least one of their parents or carers.**



### **3. Types of Visit and Approval**

There are three 'types' of visit:

- **Local visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.** These visits have to be risk assessed but do not have to be logged on EVOLVE.
- **Other non-residential visits within the UK that do not involve an adventurous activity, e.g. visits to museums, farms, theme parks, theatres, etc.** These are entered on EVOLVE by the office staff who then submits to the Head for approval.
- **Visits that are overseas, residential, or involve an adventurous activity.** These follow point 2 above, but the Head then submits the visit to the LA for approval.

#### **Sleepovers:**

'Sleepovers' count as education outside the classroom and should be treated as a 'school trip'. Any school facility used for sleeping must be equipped with an automatic fire alarm system with smoke detectors and manual call points. This includes school halls and classrooms that will only occasionally be used for sleeping. There should be a meeting with parents to inform of the plan so they feel comfortable and well informed. During the sleepover there must be at least one first aider present.

#### **4. Leading a visit:**

The person leading the visit must ensure that accompanying adults are aware of:

- i) The educational purpose of the visit and the kind of questions and discussions that will enhance the children's learning
- ii) Any matters from the Risk Assessment that may affect the group
- iii) Who is responsible for which child and any health, special need or behavioural matter that affects those children
- iv) The organisation and timings of the trip – toilet trips, lunch etc.
- v) Safeguarding – such as not photographing the children on a 'phone or uploading images of the children on to social media
- vi) Not lending money to a child who has not brought any – this may be parental choice. During the day, the person leading the trip should contact the school office to update them on timings and to inform them about the progress of the trip. The scope of the trip should not deviate from that for which the parents granted permission.

## **5. Emergency procedures**

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. Should anything happen to interrupt the visit, the person leading the team should contact the school office. Senior leaders will discuss a course of action with the trip leader. The school office will contact a parent/parents on behalf of the person leading the visit. 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.

## **6. Inclusion**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impact unduly on the planned purpose of the activity.

Every effort will be made to support individuals whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. We will work with families to find ways so that all children can attend educational visits.

Children who are entitled to Pupil Premium may use some of this fund to pay for their school visits. In this instance, permission for the trip is taken as granted and the parents have been asked to inform the school if they do not want their children to take part in an activity. The school kitchen may provide a packed lunch for any child who would otherwise be entitled to a free school meal.

No nuts should be included in packed lunches. No fizzy drinks or sweets should be included and food should not be shared with other children, due to health and safety and allergies.

## **7. Charging** (see also the Charging Policy)

Where learning outside the classroom has been designated as a curriculum activity all children must be included, whether their parents have made the voluntary contribution for the trip or not. If, however, too few parents make the contribution, the school reserve the right to cancel the trip.

Where a trip is classed as a reward or treat, (e.g. Year 6 school journey to PGL, evening theatre trips etc.) only children whose parents are prepared to fund the trip, or children who are entitled to Pupil Premium, will be included in the trip. Pupils who do not attend the trip will be expected to attend school as usual and arrangements will be made for them.

## **8. Travel**

The Headteacher and Chair of Governors will take a view on any current risk, with reference to advice from the Local Authority and the Government. Parents will be kept informed about whether classes will be travelling in to London or not and whether public transport may be used.

Public Transport: Free Transport For London tickets must be booked 21 days in advance. When travelling via public transport, where possible the leader must contact a member of staff at the station to inform them that they are on a school trip and ask to escort them to the correct platform and to inform them

of their destination. Leaders must ensure all children and staff are on the public transport and board once it is safe. Once the children have boarded the transport, they must be seated wherever possible, all staff and volunteers should give priority to the children.

If at any point whilst using the transport a group of children are left behind with an adult, the rest of the staff and children on board must get off at the next station and wait until the rest of the party arrives. The leader must inform the school what has happened as soon as possible, so that school can liaise with the other group.

**Use of staff cars to transport pupils** – No member of the school staff may use their private car to transport pupils on any occasion.

**Use of taxis** - Staff may accompany pupils in a taxi where a small group need to travel together. Special consideration is needed for:

### **Farm/Animal Visits**

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Refer to EVOLVE National Library: 'Preventing or controlling ill health from animal contact at visitor attractions- Advice to Teachers' and associated documents. Refer to: Farming & Countryside Education: [www.face-online.org.uk](http://www.face-online.org.uk)

'Farm Visits' in National Guidance [www.oeapng.info](http://www.oeapng.info)

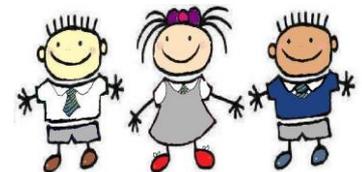
### **Water Margin activities**

This can be any activity where pupils are at the edge of a body of water, still or moving. There is a separate risk assessment for this and, depending on the activity; at least one of the attendant adults may need to have life-saving skills.

### **Insurance**

Insurance for individuals taking part in school trips is provided by the Local Authority.

**This policy will be reviewed annually by the Curriculum sub-committees of the Governing Body, Headteacher, Deputy Headteacher and Assistant Head for Inclusion.**



Policy written: April 2019  
Policy review: April 2020



**Confident  
Capable  
Caring**

