

Dulwich Hamlet Educational Trust
The Belham Primary School

Educational Visits Policy



Approved by: Local Governing Body and the School Leadership Team

Key Responsibility: Educational Visits Co-ordinator

During: September 2017

Next Review Date: September 2020

I. Context

We believe that educational visits are an integral part of the curriculum and learning experience for every child. Appropriately planned visits enhance learning and improve attainment, and so form a key part of what makes The Belham Primary School (TBPS) a supportive and effective learning environment. The benefits to pupils of 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 practising strategic awareness
- Improved achievement and attainment across a range of 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 social and emotional aspects of intelligence
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts
- 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.

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

2. Application

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.

In addition to this Educational Visits Policy, the school:

- 1) Adopts National Guidance (www.oeapng.info)
- 2) Uses Evolve, which is an online system for the planning, approval, and management of educational visits: <http://www.edufocus.co.uk/pages/evolve/visits.asp>
- 3) Attends EVC training sessions run by the local authority

All staff are required to plan and execute visits in line with this school policy and national guidelines.

3. Types of Visit & Approval

There are three types of visit:

A. Visits within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. *as defined in Appendix A*

These follow the 'School Learning Area' operating procedure and do not need to be logged on Evolve unless they involve water or an adventurous activity.*

B. Other non-residential visits within London that do not involve adventurous activity*, e.g. visits to museums, farms, theatres etc.

These are entered on Evolve by the Trip Leader, normally the teacher responsible for that class or the Phase Leader, and submitted to the Educational Visits Coordinator (EVC) for checking.

C. Visits that are overseas, outside of London, residential or involve an adventurous activity.

These follow point B above, but for overseas and residential visits approval from the Local Governing Body will need to be sought. If a trip is overseas, trip leaders must check the Foreign & Commonwealth Office Website for country specific guidance.

On any trip the precautions below must be taken and need **not** be included in risk assessments:

-Before any trip children will discuss any potential risks, which will include reference to the requirements of their conduct in order to stay safe.

-Adults will place themselves at the start, end and middle of the lines.

-Children will walk (or wait) in pairs at the farthest edge of roads, railways or other dangers.

-When crossing roads, adults will stand in the road facing in the direction of traffic to ensure it is safe before children begin to cross.

-Care will be taken on uneven ground or around trip hazards.

-Children will be made aware of the areas they are allowed in and the level of supervision needed in each area.

-If a child needs to go to the toilet they will be escorted by a member of school staff or by a trip helper, at the teacher's discretion.

*as defined by National Guidance

4. School Learning Area

The map in Appendix A defines the School Learning Area. When operating within this area, trip leaders are not required to gain approval or enter details onto Evolve. However, they must:

- Inform the office of their plan and ensure it is added to the e-diary
- Inform the office of how the trip leader can be communicated with (radio, mobile phone)
- Ensure all children are wearing high-visibility jackets unless deemed unnecessary
- Take a first aid kit and the green medicine bags
- Take their class trip folder
- Complete an on-going risk assessment whilst on the trip.

5. Roles & Responsibilities

Trip Leaders are responsible for the planning of their visits, and for entering these on EVOLVE ideally at least three weeks prior to the visit. They should obtain outline permission for a visit from the Phase Leader prior to planning, and before making any commitments. Trip leaders have the responsibility for ensuring that their visits comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

The Trip Leader is responsible for ensuring that information is shared between the accompanying staff and is all held on EVOLVE. They are responsible for ensuring that each class has their 'Trip Folder', which will include an Emergency Card (see appendix D), first aid kit and that they have a line of communication with the office (a school or pre-agreed mobile phone).

It is the Trip Leaders role to inform the school if there are any problems or delays on inward or outward journey.

The Educational Visits Coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom activities. The EVC is the first point of contact for advice, on visit related matters and will check final plans on EVOLVE before submitting them to the Head of School. The EVC ensures that staff have accounts on EVOLVE and ensures that generic school documents are uploaded.

The Office Educational Visits Admin Officer will ensure that transport is booked for trips approved on Evolve and that arrangements have been communicated with relevant staff e.g. the catering company. They will also ensure that trips recorded on EVOLVE are added to the school e-diary.

The Governors will approve the Educational Visits Policy and will ensure it is reviewed every three years, or in response to legislation.

6. 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 follows National Guidance to deal with a critical incident during a trip and carries an Emergency Card (see appendix C).

The card is located in the main office and in each of the class trip form packs. All staff are familiar with it and it is reviewed following any major staff changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, this will be referred immediately to the Head of School/Executive Head/Chair of the Trust.

7. Supervision

The teacher who leads the visit must ensure that the group has a sufficient ratio of adult supervisors to pupils. The following ratio of adults should be used.

Reception: 7 adults for 30 children (4 adults if within The School Learning Area)

For Key stage One and Two, the school will follow National Guidance depending on the risks associated with the activities: with a minimum of 3 adults for 30 children.

Children who need support will have a ratio of 1 adult to 1 child (i.e. with special educational need)

Whatever the length or nature of the visit, regular head counting should take place. The trip leader should establish rendezvous points and tell adults, groups and pupils what to do if they become separated from the party.

Additional Support

Parent helpers are welcome on educational visits and will attend a briefing with the trip leader before the visit. Helpers who are not DBS checked will not be alone with children and will be guided by school staff at all times. All volunteers are to be given a 'safeguarding' information leaflet to ensure that they are clear on what their roles and responsibilities are during any visit (see Appendix B).

8. Mobile Phones and Social Media

- Adults should not, unless deemed necessary, use their personal mobile phone to take photographs or make calls (unless prior authorisation has been obtained from the Head of School).
- No photos should be posted on social media unless authorised by the trip leader after consulting with the consent record (help on Scholar Pack) and using a school device.

- Any information about a child should only be passed on to parents via a member of school staff.
- If staff need to make a personal call during a visit they must seek authorisation from the trip leader.

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9. First Aid

First aid provision should be considered when assessing the risk of the visit. For most trips, a member of staff with up to date first aid training will be sufficient (and such nothing needs be recorded). Trips for the Early Years should have at least one qualified Paediatric First Aider (qualification details will be held on EVOLVE).

10. Parental Consent

Parents should be given information about the purpose and details of the trip, ideally at least two weeks in advance. This will be done via 'The Belham Buzz' and by email for trips outside of The School Learning Area. For activities within London, consent will be taken on an annual basis- electronically via Evolve.

Specific parental consent must be obtained for visits outside London, or that are residential. Sufficient information must be made available to parents- via letters, meetings etc. so that consent is given on a 'fully informed' basis.

11. Inclusion

Under the Equalities Act 2010, it is unlawful to discriminate against participants because of any disabilities, race or gender, without material or substantial justification. The school will make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

The Equality Act does not require responsible bodies to place employees or participants at inappropriate risk, if a health and safety issue should arise. Any adjustments made to include a pupil with a disability, should not impinge unduly on the planned purpose of the activity.

At TBPS every efforts will be made to support pupils whilst maintain the safety of everyone on the visit. Special attention will be given to appropriate support ratios and additional safety measures may need to be addressed at the planning stage. We will work with families ahead of trips to find ways that all children can attend educational visits.

Staff will ensure that children are aware of the behaviour expectations for all educational visits. The school Behaviour Policy will extend to cover such visits. However, if the pupil's behaviour is such that the teacher in charge is concerned for their safety, or the safety of others, they should be withdrawn from the trip.

In some circumstances, where a pastoral support plan is in place, as part of the reasonable adjustment, the school may ask the family to provide a representative to supervise the child in order for them to attend the trip.

11. Farms/Animal Visits/Swimming

Refer to EVOLVE National Library and National Guidance when planning trips by water, animals or to farms.

12. Charging/Funding Visits

Parents will be asked for a termly voluntary contribution, which will go towards the payment of trips and visitors. For voluntary residential trips a charge will be levied, which will be published in advance. For these trips the school will set up payment plans.

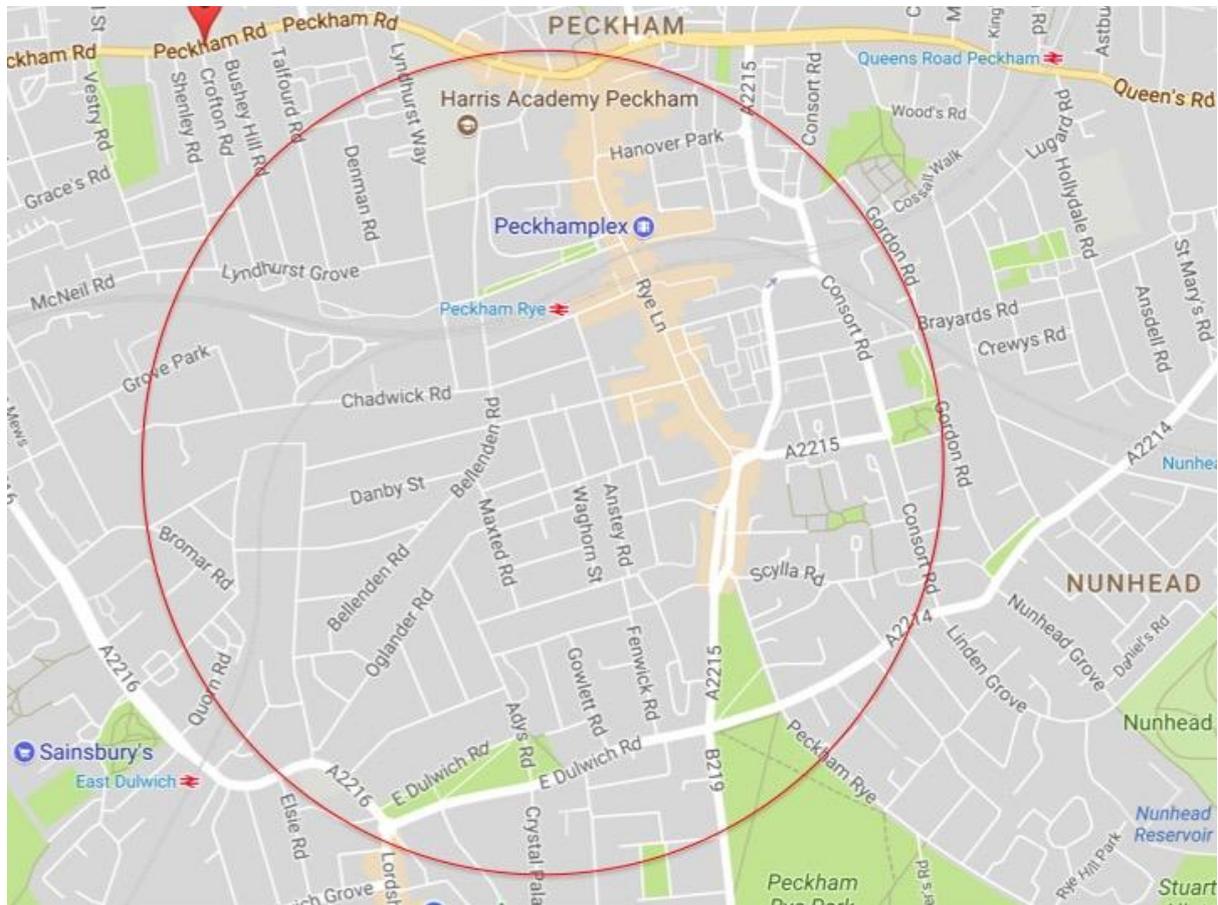
13. Transport

When traveling on public transport, the leader of the trip should make themselves known to the station staff, where possible, to gain further assistance. Once the children have boarded, priority should be given to the children to sit down.

If at any point a group of children are left behind with an adult—the rest of the group should wait at the next stop and the school should be informed immediately or whenever possible.

Appendix A- The School Learning Area

This area includes visits to places such as: Peckham Library, Peckham Rye, The Bussey Building, Peckham High Street and Warwick Gardens etc.



Appendix B- Parent Volunteer Safeguarding Leaflet

HOW BEST TO SUPPORT THE CLASS WHEN ACCOMPANYING ON SCHOOL TRIPS

At The Belham Primary School we try to arrange frequent trips to museums, galleries and other outside venues, to enrich and deepen pupil learning. We can only manage this with parent volunteers who are assigned to pupil groups of around 5 to 6, and we really appreciate your support.

Sometimes so many of you are keen to help that we have to rotate parent volunteers, and other times we are really in need of more offers. In our experience we find volunteers that are most successful are those who:

- Who look after the group's needs at all times
- Don't provide their child with extras, or give their child food or drink when the other children have to wait until the appropriate time
- Follow the instructions of the class teacher.

Before you leave:

The teacher will give you information about the visit, so you know where you are going and what the children are expected to do.

Check that you know the plan for the day: when and where you will be having lunch, where you will be going and when and where you should meet. You should always be within sight of the class teacher or a member of support staff but make sure you know the details just in case of an emergency.

General Procedures:

The teacher will inform you if a child is carrying any medications, for example, an asthma inhaler.

If you experience any problems take the whole group back to the teacher. (If necessary remind children that school rules still apply wherever they are).

Whilst helping with the trip you should consider yourself a member of school staff and therefore should not be using your personal mobile phone to make or receive calls or to take photographs. If you need to use your phone, please speak with the class teacher so that they can make suitable arrangements.

And remember to enjoy the trip yourself!

The school telephone number is 020 8353 4290

Appendix C

Threat from Terrorism

<https://oeapng.info/>

<http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>

At the point of policy approval the threat level for international terrorism in the UK was judged as SEVERE.

Below is some practical advice for schools conducting off site visits.

The general advice is to continue as planned, but:

- be especially vigilant (staff should be this anyway);
- keep an eye on the news for any changes;
- avoid any areas which the Police state to avoid;
- ensure that you have a 'Plan B' in place for the day, if necessary;
- continue to undertake due diligence and dynamic risk assessment.