

Educational Visits Policy

Establishment type	<i>Primary School</i>
Name of establishment	<i>Mildene Primary School</i>
Who is employer	<i>Essex County Council</i>
Responsibility for offsite visits	<i>Nicole Almond (Deputy Head / EVC) Susan Locke (Head Teacher)</i>
Date Trained	<i>NA – 22/02/22 – 21/02/25 SL – 01/12/20 – 01/12/23</i>
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Ratified	
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Other Policies Related	<i>Child protection, Code of Conduct, Health and Safety, Incident Management Plan</i>

CONTENTS

1. Introduction
2. Reasons for Visit
3. Visits and the Curriculum
4. Roles and Responsibilities
5. Choosing a Provider
6. Parental Consent
7. The Visit
8. Financing the Visit
9. Local Area Visit Operating Procedure
10. Insurance
11. Transport
12. Emergency Procedures
13. Monitoring and Evaluation

1. Introduction

The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any staff member of Milldene Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

2. Reasons for Visits

All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Milldene Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

3. Visits and the curriculum

All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LEA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away;
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – work with local secondary schools;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

4. Roles and Responsibilities

4.1 Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an Overnight stay or Overseas. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits.

The Governors have adopted the Charging for School Activities guidance (www.oeapng.info – Charging for school activities 3.2c).

4.2 The Head Teacher

The Head Teacher is responsible for all Educational Visits activities of the School. They must ensure adequate measures and arrangements are in place for the health, safety and wellbeing of staff, volunteers and pupils during visits.

The Head Teacher must ensure that a competent, trained Educational Visits Co-ordinator is appointed; this can be the Head Teacher. This role should not be simply seen as an administration role. The head Teacher has this duty if there is no co-ordinator.

4.3 Educational Visits Co-ordinator:

Educational Visit Co-ordinators must:

- be experienced visits leader
- have the status to be able to guide the working practices of other staff
- be confident in assessing the ability of other staff to lead visits
- be confident in assessing outside activity providers
- be able to advise the Head Tacher and governors when they're approving trips
- have access to training, advice and guidance

Educational Visit Co-ordinators:

- are responsible for ensuring a suitable Educational Visits Policy is in place
- are responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- are responsible for ensuring that visits follow the requirements of the 'Outdoor Education Advisers Panel National Guidance' (OEAPNG) and follow the DfE guidance regarding Health and Safety on Educational Visits ([Health & Safety on Educational Visits](#)).
- should ensure that visit leaders receive regular training. This can be delivered by the trained EVC or by the Educational Visits Adviser. A [Juniper Education online learning module](#) is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity.
- should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010.
- should ensure the suitability of all staff appointed to the visit.
- should ensure that the visit leader fully understands his/her responsibilities.
- should implement effective emergency contact arrangements.
- should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- Should ensure that the electronic submission process 'EVOLVE' is used to log, audit and approve the following:
 - Overseas – formal approval by the EVC and Head Teacher
 - Residential - formal approval by the EVC and Head Teacher
 - Adventurous - formal approval by EVC and Head Teacher
 - Day visits with transport - formal approval by the EVC or Head Teacher
 - Local Area Visit – verbal approval by the EVC or Head Teacher

The 'Local Area Activity' form on Evolve is to be used for local visits in the immediate area.

4.4 The Visit Leader

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Visit leaders must follow the visit leader checklist and guidance (www.oeapng.info 3.3e-Visit-Leader-Check-List and 3.4k Visit or Activity Leader).

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. (www.oeapng.info 4.3g Risk Management).

The visit leader must recognise that, whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the visit leader to initiate and follow the Educational Visits Procedure form (Appendix 1).

It is the responsibility of the visit leader to ensure that all staff and volunteers are reminded about the school's expectations and Code of Conduct Policy.

5. Choosing a provider

Schools should refer to www.oeapng.info (4.4f – Assessing a provider, 4.4g – Selecting external providers and facilities and 4.4h – using external providers)

After considering the reasons for the visit, the visit leader should research the provider. The school, if using an outside organisation to provide an activity, must check that the provider has appropriate safety standards and liability insurance. On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOTC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

6. Parental Consent

Schools should refer to www.oeapng.info (4.3d-Parental-Consent)

Although written permission is not required for most educational visits, parents, as a minimum, will be informed about when and where visits are taking place. Written consent will be attained for visits that need a higher level of risk assessment and / or are outside of normal school areas/hours.

7. The visit

7.1 On the day

Leave in the school office:

- an amended list of children present and going on visit;
- full list of escorts and staff and groups of children for which they are responsible;
- the itinerary for the entire day;
- a copy of the written briefing notes for the escorts;

- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone;
- Copies of Emergency / Incident Management Plan.

7.2 During the visit

Children must be kept in their escort's group at all times. A safeguarding system must be in place at all times to ensure adequate supervision. Courtesy to the public must be shown at all times. Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible. Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

7.3 On return

All children must be checked off the coach, if relevant, and a member of staff must lead the class either into school or an area within the school grounds. If the children are being immediately collected by the parents, a member of staff must check them off, thus ensuring that each child departs safely. A teacher must remain with uncollected children until all parents have arrived and all children have departed.

8. Financing the visit

Costs must be explained to parents and, if relevant, a voluntary donation should be requested. The School's policy concerning parents who are unable to offer a voluntary contribution is that no child will be discriminated against and will, therefore, not be excluded if a payment can not be made. However, should the visit not receive sufficient financial support, then the visit may be cancelled. A formal approval from the SLT / School Finance Manager must be sought before deposits are paid.

9. Local Area Visit Operating Procedure

When visits are taking place in the extended learning locality, the EVOLVE Local Area Visit form should be completed. The extended learning locality relates to areas within Tiptree that can be walked to. They include: Thurstable Secondary School, local village primary schools and other areas of interest within the village. The extended area is used on a regular basis for a variety of learning activities and approved staff are allowed to operate within it without completing the full EVOLVE visit approval process, provided they follow the below operating procedure.

The following are potentially significant hazards within our extended locality:

- Road traffic
- Members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips and falls
- Weather conditions
- Activity specific issues when completing environmental fieldwork (nettles, brambles, rubbish etc).

The Head Teacher or Deputy Head Teacher must give verbal permission before a group leaves and only employees who are judged competent to supervise groups in this environment are approved. A minimum of two adults will accompany children and children will be supervised at all times.

Relevant medical information and medication will be obtained and managed by a member of staff and all adults will be contactable by mobile phone. Staff will ensure the school office is given a list of all pupils and staff leaving the school grounds (Appendix 2). A proposed route and an estimated time of return will be shared.

10. Insurance

Visit leaders should be aware of the school's provision for insurance and should seek this prior to the visit.

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the well being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

11. Transport

The school must follow the www.oeapng.info guidance (4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars)

12. Emergency / Critical Incidents

Guidance and support can be found at <http://oeapng.info> (4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f Emergences and Critical Incidents).

The Outdoor Education Advisors Panel (OEAP) National Guidance identifies a 'hierarchy of visit problems'. These include:

- Incident: a situation dealt with by the Visit Leader, who remains in control and can cope
- Emergency: an incident that overwhelms the coping strategies of the Visit Leader so that they refer to the Emergency Contact plan for help and guidance (SLT).
- Critical Incident: an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the school's Visit Emergency contact (SLT).
- Major Incident: declared as such by the UK Police or Foreign and Commonwealth Office etc.

It is likely that an incident would be defined as critical if an adult or child is:

- Suffering from a life threatening injury or fatality;
- or is at serious risk;
- or has gone missing for a significant and unacceptable period.

In the case of a Critical Incident occurring whilst on a visit, the School's Critical Incident for Off-Site visits plan (See Appendix 3) will be initiated immediately.

13. Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.