



## **Holbrook Primary School Educational Visits Policy**

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Revised – October 2023

**Context**

At Holbrook School, we believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes Holbrook Primary School a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include: swimming, and sports events and venues, museums, farms, local area walks, historical sites and buildings, places of worship and sites of geographical interest.

#### Improvements in their ability to cope with change and novelty

- Increased critical curiosity and resilience
- Opportunities for meaning making, creativity, developing learning relationships and practising 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. Students 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 giving them the tools and experience necessary to assess their own risks 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.

#### Application

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

Holbrook Primary School adopts OEAP national guidance.

All staff are required to plan and execute visits in line with OEAP national guidance. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at Holbrook Primary School.

### **Types of visit**

There are three types of visit, for each of which the approval process is slightly different:

1. staff using the local area to deliver lessons
2. other visits within the UK excluding adventurous activities
3. Any visit involving adventure activities and I or involving travel abroad

### **Roles and responsibilities**

#### **Visit leaders**

Visit Leaders are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process. Staff must make appropriate checks of any third party providers. Staff are to obtain outline permission for a visit, from the head teacher, before beginning to plan and certainly before making any commitments.

#### **The Education Visit Coordinator (EVC)**

The EVCs for Holbrook Primary School are:

Daniel Connolly

Charlotte Jones

They will support and challenge colleagues over visits and learning outside the classroom. They are the first point of call for advice on visit-related matters. They will check final visit plans and risk assessments on E-Visits before submitting them to the headteacher who is also EVC Trained.

The Head teacher has responsibility for monitoring and final approval of all visits.

The Governors receive regular reports about extra-curricular activities and trips that support learning outside the classroom. Governors value the crucial role that these play in extending learning and experiences for the pupils of Holbrook Primary School.

### **Staff Competence**

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An 'apprenticeship' system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

## Visit Planning and approval

The internal school approval process is as follows for each type of visit:

In the first instance: All trips must be reported to the school office initially and a trip form completed allowing the office time to cost the trip including coaches and set up the payment process for the individual trip. (Bromcom) This should be completed and handed to the office at least six weeks before the trip is to occur.

Please avoid planning trips for a Monday

1. Self led low risk walks that start from the school site follow the educational visits policy and are recorded internally on Google forms. This means that we have an accurate record of all trips that have taken place through each school year.
2. Visits within the UK excluding adventure activities - are put on E-Visits and approved internally by EVC Co-Ordinators. The Head Teacher has an overview of these trips and the EVC will collaborate with the Head teacher if there are any concerns. Visits should be submitted to the EVC via E-Visits at least two weeks in advance.
3. Visits involving adventure activities and residential stays must be put on E-Visits and submitted to the EVC at least 30 days in advance. The school is required to submit these for external approval by our Visits Officer- Sarah Atkins at Sarah Atkins and Co. 28 days in advance.
4. Visits abroad require detailed planning that commences well in advance of the trip and the head must be kept up to date with progress. Governors will be kept informed through reports at governor meetings to ensure all are up to date with trips that are classed as more complex. (STAGER)

The degree of complexity of a particular plan will need to reflect the nature and complexity of the several variables that can impact on any given activity. These variables can be remembered as "**STAGER**":

- **Staffing requirements** - trained? experienced? competent? ratios?
- **Activity characteristics** - specialist? Overnight/ accommodation issues? 'down' time? near water?
- **Group characteristics** - prior experience? ability? behaviour? special and medical needs?

- **Environmental conditions** - like last time? impact of weather? water levels? Other people?
- **Distance from support mechanisms** in place at the home base - transport? residential?

### Provider Checks

Checks must be made on any third party providers and permission from the head teacher must be obtained to use them before any deposits are paid. Visit leaders must check if an activity provider holds either an AALA licence ([http://www.aals.org.uk/aals/provider\\_search.php](http://www.aals.org.uk/aals/provider_search.php)) or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>). If they don't then they must complete a Provider Questionnaire (National Guidance document Section 8)

- Only children who receive free school meals are entitled to a packed lunch when on a trip. Please ensure the kitchen is aware of the trip so that they can check numbers with the school office.
- When planning a trip, the cost to the parent cannot be more than the actual cost of the trip is. Any non-payment has to be covered by school funds. All payments are voluntary.
- All trips recorded on E-Visits should be evaluated.

### Volunteers

At Holbrook Primary School, we are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will normally be people well-known to the school as either parents or governors.

- Volunteers will be told that they have the responsibility to follow the instructions of the visit leader and that the visit leader retains overall responsibility.
- The visit leader is responsible for ensuring that each volunteer knows precisely what their role is and understands that they have a responsibility to carry out that role and that they have read and signed the Volunteer's policy stating that they have understood this.
- Where children are organised in small groups, a child will not generally be placed in a group for which his/her parent is responsible.
- All volunteers accompanying a residential visit will be required to obtain a DBS certificate.

### Transport

- The school will only use reputable hired transport which the school has undertaken checks for.
- Seat belts must be provided on all seats and it is school policy that each child will wear a seatbelt whilst travelling on a school visit. The visit leader is

responsible for the conduct and behaviour of the children whilst they are travelling.

- Where public transport is used an increased adult/pupil ratio must be considered and close supervision of the children must be ensured.
- Only those staff who have received minibuss training will drive a minibus and their details will be held on file by the school business manager.
- Private cars will only be used in exceptional circumstances. When it is used, the school will ensure that each driver has:
  - Valid driving licence
  - Vehicle road fund licence and MOT certificate
  - Vehicle insurance has been taken out by the school for this purpose.

The teacher and driver (if school member of staff) are both responsible for head counts of children on board the minibus.

### **Parental Consent**

The school obtains blanket consent, for all local, non-residential visits, when the child joins the school. Information should be sent home providing parents with information about visits and include a request for information on any changes in their child's medical details.

For residential visits, adventurous visits, visits extending beyond the school day or visits out of the 20mile radius specific consent should be requested.

### **Inclusion**

All pupils should be included on trips and where required, reasonable adjustments made to allow them participation within the learning outside of the classroom experience.

Please refer to our Inclusion Policy.

### **Charging / funding for trips**

Voluntary contributions will be requested from parents / carers.

Please refer to our charging and remissions policy.

### **Insurance**

Insurance for all trips is covered by Coventry CC insurance.

# APPENDIX 1 – Visit leaders check list.

The visit leader will ensure all the following steps are completed for any type of visit:

- Gain outline approval from the head to begin planning the visit and agree funding mechanism I charging policy.

Ensure the visit:

- has clear learning outcomes
- has activities appropriate to the group
- is planned to maximise benefits to the children while managing significant risks
- is appropriately staffed
- complies with the school's safeguarding policy
- Involve children in the planning of the visit, and how it will be managed, wherever possible.

## Pre-visit

In order to undertake a full and comprehensive assessment of risks, a pre-visit is essential; even where the visit is made regularly, risks should be re- assessed from time to time. It is the responsibility of the visit leader to carry out a pre-visit.

At Holbrook Primary School we advise that the starting point on minimum staff/pupil ratios for visits are :

Nursery	1 : 6
Reception	1 : 6
KS1	1 : 8
KS2	1 : 10

The lead member of staff must be deemed suitably competent to lead the trip by the EVC. It must be stressed that these are starting points for ratios and that visit leaders must consider the following factors when deciding on the final adult/child ratio: SEN and medical needs; type of activities to be undertaken; experience and competence of all adults accompanying the visit; duration of the visit; competence and behavioural history of the group of children.

## Pre-trip meeting

- Ensure all other staff, accompanying adults and children are:
- fully briefed about their roles and responsibilities during the visit
- know what to do in the event of an emergency
- are given information they need about individual pupil needs.
- Have accurate lists of children that are on the trip and with which group leader.

- Have accurate lists of children travelling on which coach and with which adult and that these children travel on the correct coach for all linked journeys.

### **Minimising the possibility of a child being lost on an educational visit**

The visit leader in charge will:

- have an accurate list of all the children on the visit.
- Complete frequent head counts will take place during the visit (especially when regrouping after a visit to the toilets or a shop etc.)
- Supervising adults with assigned responsibility for a group must ensure that their group is accounted for.
- Children should also be encouraged to take responsibility for each other and notice if someone is missing.

**Only children present at the start of the trip will be allowed to attend the visit. If they are not present when the group leave school, they will not attend the trip.**

### **Procedure for missing child on educational visit:**

All children should be informed of a meeting point appropriate to the trip and the actions to take should they become separated from the group.

- Assemble all of the group together at the nearest and safest place.
- Call register (each group leader) to ensure the child is not in the wrong group. Establish the time/place the child was last seen or did anyone see the child leave the group.
- The minimum number of adults required to supervise the class, with the class, whilst the rest search for the lost child.
- Inform the management of the establishment/phone police and follow their advice/phone school to inform parents.

Ensure the base contact back at school is fully briefed and has copies of all relevant information.

### **Evaluating, Monitoring and Review**

It is the responsibility of the trip leader to evaluate the success of the educational visit and to record any 'near misses'. These records need to be kept for 21 years and where a child has special educational needs, 26years.



# Appendix 2- Emergency procedures

Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.

Ensure the base contact back at school is fully briefed and has copies of all relevant information.

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit. All staff on visits are familiar with this plan and it is tested at least bi- annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability; 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.

To activate support from Coventry City Council, the following telephone number should be used:

Coventry and Warwickshire Resilience Team: 07507 888 966

When calling you should state that you need support from People's Directorate senior management; say who you are; which school/establishment and give brief details of the incident, the group, the location and a phone number you can be called back on.

**Establishments must inform Coventry City Council Health and Safety section immediately following any serious injury or fatality.**

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# Emergency procedure

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The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. Both the visit leader(s) and the base contact know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability; involves serious injury or fatality or where it is likely to attract media attention.
5. The National Guidance role specific emergency action cards are carried by:
  - a. The visit leader
  - b. The first point of contact (eg the office receptionist)
  - c. The designated base contact senior manager

The latest emergency action cards can be found on the OEAP Website -

<https://oeapng.info/category/emergencies/>

6. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

# Appendix 3 – Off-Site Volunteers

## Holbrook Primary School

### Off-Site visits Volunteer Agreement

- School trips are an integral part of our school life and offer children opportunities that are outside of their normal experiences.
- We welcome volunteer support and believe that this is an important role in the success and safety of school trips.

### Role of the Volunteer

- To be responsible and look after all children in the given group.
- To stay with your allocated group of children at all times, ensuring that their well-being and safety is maintained for the duration of the trip.
- To promote polite, respectful and courteous behaviour towards each other and members of the general public, we are all ambassadors of our school!
- To ensure that your group stays with and keeps up with the school party at all times.
- To contact the class teacher/ member of staff if there are any issues with first aid or behaviour.
- Working alongside school staff.

### School staff expect volunteers to:

- Comply with all of the above whilst being under the direct line management of school staff.
- Show a commitment to their group, an interest in the focus of the visit and assist children's learning by helping them to read signs/ labels/ information, asking questions that encourage children to think about the task and help to explain areas of misunderstanding.
- Follow guidance from the school staff.

### Volunteers should not:

- Bring other siblings on the school trip
- Re-organise groups on a school visit
- Take photographs of children
- Buy their group items other than those instructed to buy by the visit group leader.

### First Aid

- You will be informed of any medical needs of children in your group.  
Emergencies
- You are expected to inform a member of staff immediately of any emergencies.

- If you become separated from the rest of the group, you must telephone one of the staff on the trip or contact school immediately.

**I have read and understand the above policy fully.**

**I will support the young people in enjoying the trip and actively contribute to the smooth running of the trip.**

**I will treat any information I may hear about children as confidential and will not share any information.**

**If there is a safeguarding issue, I will report this to the trip leader immediately, who will then inform the safeguarding lead in school.**

Signed .....

Name .....

Date .....