



## Educational Visits Policy

**Responsible: Curriculum Subcommittee**

**Created: 2018**

**Last Revised: March 2023**

**Date last reviewed: March 2023**

**Previous reviews: May 2020**

### 1. 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 Margaret Roper Catholic Primary School 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 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.
- Improved awareness and knowledge of the importance and practices of sustainability.

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- Physical skill acquisition and the development of a fit and healthy lifestyle.

Our priority at Margaret Roper Catholic Primary School 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 Margaret Roper Catholic Primary School:

- Adopts the Local Authority's (LA) guidance regarding educational visits
- Adopts National Guidance [www.oeapng.info](http://www.oeapng.info)
- 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.

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

There are three 'types' of visit:

- Visits/activities within the school grounds that are part of the normal curriculum and take place during the normal school day.
- 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 booked in consultation with a member of the school leadership and should be signed off by a member of the headship team.
- 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 and seeks formal approval from Governors for the visit.

School sleepovers: 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 clear communication with parents to inform of the plan so they feel comfortable and well informed. During the sleepover there will always be at least one member of the headship team present at all times as well as a sufficient number of staff to ensure safety (See ratios). There must also be one pediatric first aider.

## **4. Roles and responsibilities**

Visit leaders are responsible for the planning of their visits, and for ensuring that all arrangements are in place least 21 days prior to the visit. They should obtain outline permission for a visit from the Head Teacher or member of the headship team prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the Headteacher where necessary. All risk assessments must be seen by the Headteacher at least two weeks before the visit to check all risks are actioned.

The risk assessment will include the ratio of adult to children supervision and the number of first aiders or appointed person needed. The visit leader will share information with all staff involved in the visit. The visit leader is responsible for ensuring that emergency information the school mobile

phone, first aid kit and pupil medication are taken on the visit. Risk assessments must be shared with the school administrator and copies must be stored on the school server.

It is the leader's responsibility to inform the school when they have arrived at their location and when they leave to return to school. In case of any delays the school must be informed to inform the Headteacher and parents.

The Head Teacher has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the school's insurers to gain approval. The Governing body will approve the Educational Visits policy and will ensure it is reviewed annually. They will also approve residential visits.

## **5. 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 has an emergency plan in place to deal with a critical incident during a visit. The plan is located in the Main Office. All staff on visits are familiar with this plan and it is tested at least biannually and following any major staffing changes.

## **6. Food**

Normally children on day visits will bring a packed lunch. This can be ordered from the school kitchen if parents opt to access a school meal. Meals should be ordered at least 24 hours in advance of the day of the visit. Infants and children who are entitled to free school meals will have these provided free of charge. No nuts should be included in packed lunches. No fizzy drinks should be included. Food should not be shared with other children due to health and safety and allergies.

## **7. Supervision**

The teacher who leads the trip must not have his or her own group of children. It is important to have a sufficient ratio of adult supervisors to pupils. The following ratio of adults to children should be used:

Reception 1:4 (7 adults for 30 children)

Key Stage One 1:6 (5 adults for 30 children)

Key Stage Two 1:8 (4 adults for 30 children)

Children who need support 1:1 (i.e. children with Special Educational Needs) are in addition to this ratio.

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

Parent helpers are welcome on educational visits and will attend a briefing with the teacher before the visit. Helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times. All parent volunteers to be given an 'Educational Visits' information leaflet to ensure what their roles and responsibilities are during any visit.

Where sporting events take place outside school time, there should be a member of school staff present additional to any coaches managing the team. In unusual circumstances where this is not possible, the coach in charge of the team will have agreed protocols for supervision with the headteacher.

## **8. Mobile phones and social networks**

Under no circumstances should any adult use their mobile phone to take photographs or make phone calls.

- No photos should be posted on social media such as 'Facebook' and 'Twitter' and instant messaging services such as 'WhatsApp'.
- (Only the Lead teacher and class teachers will have the phones switched on to communicate with the school or in case of any emergency).
- Any information about a child should only be passed onto the child's parent or guardian through the class teacher or Head teacher.
- If you need to make an emergency call please speak to the Lead teacher who will support you in any way possible.

## **9. First Aid**

First Aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit. Trips for the Early Years must have at least one qualified Paediatric First Aider. For adventurous activities, there should be at least one trained first-aider in the group.

## **10. Parental Consent**

Parents should be given information about the purpose and details of the visit at least two weeks in advance. Consent is not required for activities within the school grounds that are part of the normal curriculum during normal school time. Specific, (i.e. one-off), parental consent must be obtained for all visits. The visits must include sufficient information, which must be made available to parents-via letters, meetings, etc. so that consent is given on a 'fully informed' basis.

## **11. Inclusion**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. The school will make reasonable adjustments 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 impinge unduly on the planned purpose of the activity.

At Margaret Roper we will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them 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. For pupils who demonstrate challenging behaviour which may place themselves or others at risk an assessment of the suitability of the activity and the ability of the pupil to safely access the activity will be taken into account and a decision will be made regarding access. This will be clearly communicated to parents in a meeting in advance of the visit/activity.

## **12. Farm/Animal Visits**

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions. Refer to guidance on 'Preventing or controlling ill health from animal contact at visitor attractions' and any other current guidance.

### **13. Charging/funding for visits**

Day Trips. Parents will also be asked for a voluntary contribution. This will be calculated based on the overall cost of the visit divided by the number of pupils attending. Parents of pupils in receipt of pupil premium will not be required to make a contribution. Where it is feasible to use public transport to reduce the overall cost of the trip, this will be the first option. Free train tickets using the TFL scheme must be booked at least 14 days in advance.

Residential Trips- Charges will be applied based on the overall cost of the trip including costs of adults attending, divided by the number of pupils attending. Care will be taken to achieve best value and avoid making trips prohibitively expensive. Parents of pupils in receipt of pupil premium funding will be asked to make a contribution of approximately 50% of the cost of the trip. Individual circumstances of families will be taken into account.

### **14. Transport**

When travelling on public transport 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/signpost 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 to give priority to the children. If at any point whilst using the transport that 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 leader arrives. The leader must inform the school immediately or whenever possible.

Use of staff cars to transport pupils – Margaret Roper catholic Primary School does ordinarily not use private cars to transport pupils. In the event of a sports fixture away from school parents may be asked to assist with lifts and parents of pupils accessing these must sign a consent form.

Minibuses – Margaret Roper has an agreement in place with Thomas More Catholic High School to hire their minibuses for school visits, such as sporting fixtures, if the minibus is not otherwise in use the Thomas More School. Booking is made through the school business manager. Any member of staff driving a minibus must be suitably qualified to do so and must have had appropriate external training.

The school will hold insurance for trips. For adventurous trips or trips abroad or residential, the school will ensure that sufficient insurance is in place.