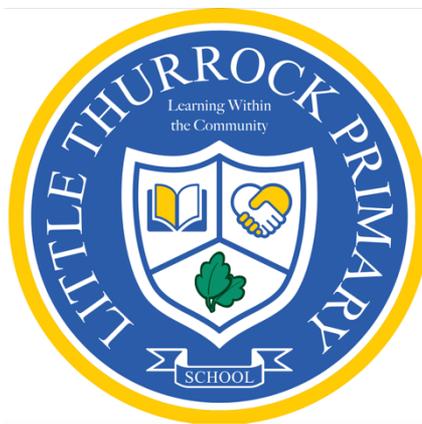


Educational Visits Policy
Little Thurrock Primary School
(Based on The OCAT EVC Policy)



Signed:

Deivise Hanson

Chair of Governors

Signed:

Can Robert Broyd

Headteacher

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Next Review: October 2023

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Rationale

Little Thurrock Primary has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises by the use of carefully planned educational visits. The school recognises the great value of educational visits in broadening and enhancing both the learning and social experience of children and young people. It is one aspect of a wider commitment to providing a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life.

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
- Improved achievement and attainment across a range of curricular subjects
- 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 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
- Physical skill acquisition and the development of a fit and healthy lifestyle

Aims

Through this policy and its careful implementation, Little Thurrock Primary School aims to ensure that:

- All educational visits are safe, enjoyable and support the pupils' learning and wider development
- All educational visits are well planned
- All staff are aware of their responsibilities with regard to educational visits

Relevant health and safety procedures and protocols are observed in relation to educational visits.

Definition

For the purposes of this policy, an educational visit is defined as any occasion when a class or other group of pupils leave the school site during the course of the school day or over a period of school days.

Scope

Each year, the school will organise a range of activities that will take place away from the school site and/or out of school hours, all of which are designed to support the vision school. The Local Governing Body of Little Thurrock Primary School have given their approval to the following types of activities being arranged in support of the educational aims of the school:

- Out of hours clubs (music, drama, art, science, sport, homework etc)
- Sports fixtures (including 'away' fixtures)
- Regular local visits (village halls, libraries, shops, woodlands, place of worship, farms)
- Day visits
- Residential visits

- Overseas visits (where relevant)
- Adventurous Activities.

These activities are made available to pupils in the school by invitation, by class or year group or by other criteria.

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 policy, the school will:

- **Use EVOLVE, the web-based planning, notification, approval, monitoring and communication system for all off-site activities. This is procured centrally as a MAT version and schools are supported in their arrangements by Essex Juniper. Where necessary, schools will seek advice from the Consultant Educational Visits Adviser for Juniper Education.**
- **Adopt National Guidance www.oeapng.info**

Local Area Visits.

For Local Area visits, a risk assessment should still be completed and parents and carers should be informed. There is a separate process for uploading local area visits on EVOLVE.

The school defines the local area as :

North to Long Lane including North East to cover Blackshots Playing Field, Impulse Leisure (Blackshots) and Thurrock Athletic Stadium.

South West to Grays Town Centre including Grays Beach and the Thameside Theatre.

West to the A1012 including North West to The Essex Fire Museum.

East to the A1089 including Palmers College, and Thames Park School.

For these destinations it may be feasible to walk, but this will depend on the age and needs of the children.

Roles & responsibilities

The school's Educational Visits Co-ordinator is : Sarah Joynes

The school's headteacher is: Ian Broyd

The trust CEO is: Paul Griffiths

Our Juniper Educational Visits Advisor is : Norberto Fusi

This policy has been approved and ratified by the governing body of Warren Primary School. In addition, the following stakeholders will support the policy by meeting the identified responsibilities:

The Local Governing Body:

- Will ensure that the school has a named Educational Visits Co-ordinator (EVC)
- Will delegate the consideration and approval of educational visits and other offsite activities to the Headteacher/Head of School and when required seek approval from the Trust
- Will monitor and review practice
- Will define arrangements for the approval of visits
- May appoint a suitable member of the LGB to liaise, as necessary, on behalf of the governing body regarding Educational Visits

The Headteacher/Head of School will:

- Appoint a named EVC; this will not be the Headteacher/Head of School
- Ensure that the school has an up-to-date policy for educational visits
- Ensure identified staff have received suitable training in the role (e.g. EVC)
- Maintain an overview of provision for educational visits to ensure that they are planned and carried out in line with school policy
- Approve all educational visits or, when required, seek approval from the Trust
- Ensure that a fully costed business case has been completed for each trip to allow its outline approval.

- Ensure that staff leading visits are competent and experienced, and are clear about their role and that of any accompanying adults, including volunteers
- Ensure that arrangements for medical needs and any other inclusion considerations have been met
- Ensure that transport and insurance arrangements are appropriate and meet requirements
- Where the activity or visit involves a third-party provider, ensure that:
 - Appropriate checks have been made and assurances obtained
 - A clear contract is in place setting out what the contractor is to provide
 - The provider holds sufficient liability insurance
- Ensure that emergency procedures and contacts are clear and in place
- Hold relevant members of staff (e.g. EVC, group leaders etc.) to account for the planning and carrying out of visits in line with this policy
- Report back to the Local Governing Body regarding the school's educational visits programme via the normal Headteacher/Head of School to Governors reporting processes

The Educational Visits Coordinator (EVC) will:

- Review the school's Educational Visits Policy regularly in line with the policy review schedule
- Manage the school's systems and processes in relation to educational visits using EVOLVE for all visits.
- Ensure that educational visits meet school requirements
- Assess the competence of prospective leaders and staff and seek support from the Headteacher/Head of school in doing so.
- Ensure risk assessments are completed and meet requirements
- Ensure appropriate checks (including DBS checks where required) have been carried out in relation to all adult volunteer helpers
- Ensure emergency procedures are in place, are clear to all staff, and are adhered to
- Organise training and induction for staff in accordance with needs
- Ensure parents/carers are informed of educational visits that their children will be attending?
- Ensure parental consent is given for each pupil to undertake planned visits
- Oversee the provision of emergency arrangements
- Maintain a record of educational visits undertaken including accompanying paperwork
- Investigate any accidents or incidents occurring during educational visits
- Maintain an appropriate record of any accidents or incidents occurring during educational visits
- Monitor practice to ensure that it complies with school and Trust policy
- Regularly review systems
- Report back to the Headteacher/Head of School on all aspects of educational visits as and when required

The Group Leader will:

- Seek and secure approval for each visit
- Take overall operational responsibility for the supervision of pupils during any given educational visit, including responsibility for the health, safety and welfare of all pupils
- Plan and prepare for the visit by undertaking a preliminary visit and completing all the appropriate documentation including group and individual risk assessments
- Manage the input of all relevant information to EVOLVE
- Ensure appropriate transport arrangements are in place for each visit
- Ensure the details of each visit are communicated clearly to parents/carers and that all relevant information that parents/carers need to provide is sought and secured in a timely fashion
- Ensure all health and safety protocols are followed, including those relating to access to First Aid
- Manage all communication with parents/carers regarding educational visits
- Define the roles and responsibilities of other staff in order to maintain effective levels of supervision
- Brief all adults with regard to arrangements and their roles/responsibilities on any given educational visit, including:
 - The details of any relevant risk assessments
 - Emergency procedures
 - Specific pupil information (e.g. medical or other specific needs)

- Ensure school protocols regarding accidents and/or emergencies are followed, including missing child procedures

All adults involved in any given visit, including volunteers, will:

- Ensure they have been briefed by the Group Leader with regard to arrangements for the visit, including transport arrangements, venue-specific information and their responsibilities with regard to supervision
- Ensure that they have read all relevant risk assessments in relation to the visit
- Act in accordance with all relevant school policies including the Child Protection Policy, Staff Code of Conduct and the Mobile Phone Policy
- Act at all times with due regard for the health, safety and welfare of the pupils in line with the duty of care of the school

Risk Management

The school has a duty to ensure that risks are managed - requiring them to be reduced to an acceptable level - and not to eliminate risks.

For all visits that take place beyond the school site the school's educational visits risk assessment should be completed which is on EVOLVE and in appendix 1.

For trips and visits that may involve adventurous activity; an overnight stay; visits to large cities and trips overseas, visit leaders should refer to national guidance, including managing terrorist risk. Further advice and guidance can be found in EVOLVE to ensure that necessary precautions are made and that they are 'kept in perspective and managed in a thoughtful and proportionate way'.

Risks may be *environmental* (e.g. rivers, cliffs, buildings, roads, traffic etc) or *human* (e.g. relating to human behaviour and interaction). Risks should be considered at the following levels:

- **Generic risks:** risks associated with any activity that might take place outside school e.g. walking on the pavement, crossing roads, encounters with the general public etc. These should be assessed prior to undertaking the visit.
- **Specific risks:** risks associated to the planned activity itself that fall outside any identified generic risks. These should be assessed prior to undertaking the visit.
- **Ongoing risks:** such risks may not be predicted and may present themselves during the course of a visit. The competence of the Group Leader is crucial in terms of identifying and managing ongoing risks. By being forward thinking and 'expecting the unexpected', Group Leaders can begin to formulate *Plan B* protocols as appropriate.

All generic and specific risks will be recorded on a written risk assessment (The school's educational visits risk assessment). When compiling and evaluating risk assessments, Group Leaders and the EVC will consider what is reasonably practicable and proportional in relation to the identified risk in the context of the visit/activity being undertaken. The purpose of risk assessment is to identify potential risks and reduce the likelihood of one or more of them presenting a hazard during the course of a visit. This process recognises that:

- Absolute safety can never be guaranteed
- Only foreseeable (generic and specific) risks can be identified and planned for
- Every situation is different
- The management of risks is dependent upon sound individual judgement on the part of the Group Leader

For some pupils with specific needs (SEND, medical, behaviour) it may be necessary to complete an individual risk assessment.

Equality & Inclusion

It is the intention of the school that all children will be included on trips and educational visits regardless of any special needs, race, religion, culture, gender and gender orientation. Within the risk assessment documentation for any given visit, the school will identify children with disabilities, special educational or medical needs and address how their needs will be catered for during the visit, including travelling to/from the venue.

In line with the school's Diversity, Equality and Inclusion Policy the school will consider whether the visit:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

As of Autumn 2022 the school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Requirement to Ensure Effective Supervision

The Educational Visit Co-ordinator ensures that the level of supervision and group management is effective. Effective supervision is determined by proper consideration of:

- age (including the developmental age) of the group
- gender issues
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc)
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions
- staff competence.

Down time

Down time, or recreation time, is that period before, between and after more structured activities, as in the half an hour leading up to the evening meal on a residential visit. Visit Leaders should ensure that students continue to be appropriately supervised during downtime. It is good practice to:

- avoid using the term 'free time'
- ensure that all staff and students understand the standards of behaviour that apply at all times, not just during activities
- ensure that a staff duty system operates so that groups continue to be appropriately supervised at all times
- have strict guidelines for behaviour in bedrooms and dormitories.

Unstructured down time may be put to better use. Strategies include:

- briefing the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc
- building in reviewing periods after activities, for both individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day
- occupying the group with recreational activities in the evening, e.g. preparing inter-group presentations, environmental activities, quizzes, team challenges.

Children with challenging behaviour

The school reserves the right to decide that a pupil with challenging behaviour will not be taken on an educational visit if the school is not able to maintain safe control of the child in that context. Should a child be prevented from

participating in a visit on the grounds of challenging behaviour, the school will ensure that suitable alternative provision is made for them for the duration of the visit. The school expects children who are prevented from participating in visits on the grounds of behaviour to attend school as normal on the day of the visit so that alternative provision can be made for their education. Any alternative provision on the day of the visit should be of comparable educational value.

Prior to making a decision to prevent a child from participating on the grounds of challenging behaviour, a full individual risk assessment should be completed by the Group Leader. Other staff may support in this where they work more closely with them and understand their needs. This will be reviewed by both the Educational Visits Co-ordinator and Headteacher/Head of School. If the risk assessment indicates that it would be unsafe for a pupil with challenging behaviour to participate in the whole visit, they may be excluded for this reason, provided there is substantial evidence and his or her behaviour is not related to a disability.

Before considering preventing a pupil from participating in any given visit, the school should ensure that it has:

- Carried out a full, individual risk assessment in relation to the pupil
- Considered whether safety risks would still be unmanageable after all reasonable control measures had been considered
- Considered alternative options such as changing the timing so that more staff would be available to attend, or asking a parent/carer to accompany the pupil
- Considered allowing the pupil to participate in certain aspects of the trip only

Review by the Consultant Educational Visits Adviser for Juniper Education.

The school is supported in its arrangements for offsite visits by Juniper education. Where necessary the school will seek advice from the Consultant Educational Visits Advisor. Visits that involve an overnight stay, going abroad and any that involve adventurous activities will be submitted. The advisor will provide an independent reassurance check of the plan and the precautions and safety measures that will be taken. Feedback will be given to the Chief Executive Officer of the Trust regarding the suitability of the trip planning.

Approval Procedure

The Headteacher will be responsible for approving all off-site activities subject to assurances that arrangements are in line with this policy and risks are adequately controlled. This includes approving the Visit Leader for each visit or off-site activity.

The Trust mandates that all visits will be uploaded to the Evolve on-line system to facilitate the approval by the Educational Visits Co-ordinator and Headteacher, ahead of any final endorsement required by a Consultant Educational Visits Advisor from Juniper and then any final MAT sign off.

An electronic submission process **EVOLVE** is used to log, audit, approve the following:

Overseas	formal approval by	EVC, Head & CEO
Residential	formal approval by	EVC, Head & CEO
Adventurous	formal approval by	EVC, Head & CEO
Day Visits involving transport	formal approval by	EVC / Head
Local Area Visit	formal approval by	EVC

Residential visits must be added to EVOLVE 4 weeks prior to departure.

All other visits should be added to EVOLVE one week prior to departure or as soon as is practicably possible

Senior Midday supervisor (Sarah Pealing) is aware of class and staff absence if visit covers lunch period.