Oakwood Infant and Nursery School

Educational Visits Policy (OAK039/03/2027)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.

We are all stars watch us shine.

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CONTENTS **PAGE**

1. Introduction 3

2. Reasons for Visit 3

3. Visits and curriculum links 3

4. Gaining approval for the trip 4

5. Choosing a provider 4

6. Parental Consent 4

7. Visits and staffing 5

8. The Visit 6

9. Financing the visit 6

10. Insurance 7

11. Emergency Procedures 7

13. Monitoring and Evaluation 8

Appendix 1 : Extended Learning Locality 9

EMERGENCY PROCEDURES ACTION PLAN 10

1 Introduction

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

- Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / Educational Visits Coordinator / Visit Leader / etc.)* see website link : www.oeapng.info/

- The remaining parts should be referred to as and when guidance is sought.

- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

2 Reasons for Visits

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

2.2 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 Oakwood Infant and Nursery School we offer a range of educational visits and other activities that add to what they learn at school.

3 Visits and curriculum links

3.1 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.

3.2 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 LA: 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, museums;
- Geography – use of the locality for fieldwork, fieldwork 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;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.

- **Gaining approval for a trip**

4.1 **Governors**

As part of their responsibility for the general conduct for the school, the Governing Board 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.

4.2 **The Headteacher or EVC**

4.2.2 is responsible for ensuring that all school activities are properly planned, appropriately supervised and that this policy is implemented.

4.2.3 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 and appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010

4.2.4 should ensure the suitability of all staff appointed to the visit.

4.2.5 should ensure that the visit leader fully understands his/her responsibilities.

4.2.6 should implement effective emergency contact arrangements.

4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

4.2.8 should have a system in place to record, audit and monitor school off-site visits.

5 Choosing a provider

After considering the reasons for the visit, the visit leader should research and check out the provider. Further information regarding choosing a provider can be found through:
www.oeapng.info 4.4g Selecting External Providers and Facilities.

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 :

Parents must be supplied with full information regarding the visit. This must be sufficiently comprehensive for parents not to be in a position to claim after the event that they were misled or uninformed about any of the following:

- Venue(s) and travel arrangements
- Dates and times of departure and return where visits exceed beyond the school day
- The nature of activities planned
- Kit list
- Arrangements for supervision
- Standard of behaviour expected during the visit
- Financial contribution expected from parents
- Contact system in case of emergency
- Any expectations placed on parents, for example, to resume responsibility for their child in the event that his/her conduct requires sending home from a visit outside school hours.

This guidance reflects the DfE guidance with particular note when consent is NOT required:

Parental consent to off-site activities: A school must always get written consent for nursery-age children. For children over nursery age, written consent is not needed for most trips, as they're part of the curriculum. However, it's good practice to tell parents or carers about them.

Written consent is usually only needed for trips that:

- need a higher level of risk assessment
- are outside normal school hours

A school should still tell parents or carers about such trips and give them the opportunity to withdraw their child.

7 Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist :

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 carry out Risk Assessment / Risk management for the visit. For Risk Assessment guidance see: www.oeapng.info 4.3c Risk Management and 4.f Risk Management – Some Practical Advice for Leaders.

Key Requirements for Leaders
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 Leader Training
Visit Leader Training should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. An online learning module is available for schools from eduFocus, via the EVOLVE homepage, allowing cost effective CPD opportunity for all their staff

engaged in anyway on out of school activity. This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

8 The visit

8.1 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. If travelling by coach, check all children on to coach.
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.

8.2 During the visit

Young Children must be kept in escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place.
There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, send young children into the toilets in small groups with adult supervision.*)*
Courtesy to the public must be shown at all times, care taken not to block pathways, etc.
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.

8.3 On return

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

9 Financing the visit

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. Some visits may incur vast amounts of money (example ski trip for 80 students at a cost of £90,000)

A formal approval from the HT / School Finance Manager must be sought before deposits paid.

10 Insurance

Introduction
Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LA, school or professional association which is pertinent to their own circumstances.

Personal
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 Emergency / Critical Incident Procedures

- Group leaders must have a means of making emergency contact with the visit leader at all times.
- Group leaders must have a means of contacting the school regarding emergencies (have mobile phones to contact school)
- Group leaders must have a means of making contact with the emergency services if required, plus access to first aid equipment and a nominated person with first aid knowledge.
- If the visit extends beyond school opening hours, two emergency home contacts must be identified, normally members of the school's leadership team. The emergency home contacts must have means of contacting LA officers in the event of a serious incident that requires additional support.
- A list of pupils and medical information must be held by the visit leader. A copy must also be left at school. Outside school opening hours, the emergency home contacts must have access to this list.

    - All leaders must carry the school's 'Critical Incident form' With Emergency Telephone contacts and action plan should an incident happen.

- On return, the visit leader must comply with the school's normal accident reporting procedures.

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.

Appendix 1 - Extended Learning Locality (Local Area Visit)

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

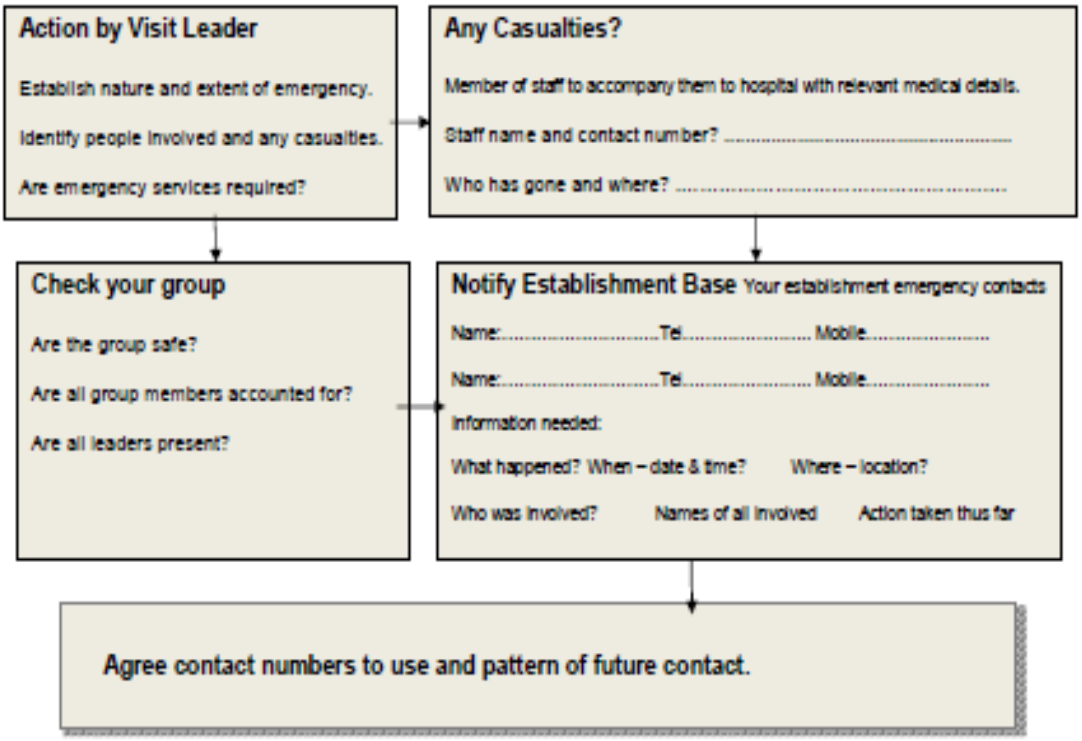
- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

