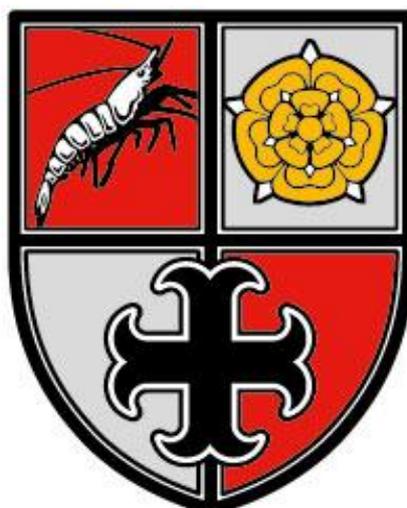


# MARSHSIDE PRIMARY SCHOOL



## Educational visits

### Spring 2020

Date reviewed by sub-committee:	<u>Safe and well 28.01.2020</u>
Date Approved by Full Governing Body	<u>10.03.2020</u>
Chair: Andrew Brown	<u>Andrew Brown</u>
Headteacher: Katharine Hall	<u>Katharine Hall</u>
Review Date:	<u>Spring 2023</u>

Version No 2 – 10/03/2020

### EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Introduction

This policy is written in line with Sefton's Sefton's GUIDANCE FOR RECORDING OFF-SITE VISITS AND ADVENTUROUS ACTIVITIES.

It is essential that the Headteacher, Educational Visits Coordinator (EVC) and the Group Leaders are familiar with the contents of this policy and Sefton's Policy & Guidance for Health and Safety for Pupils and Young People on Educational

Benefits of Learning Outside the Classroom

**“Every young person should experience the world beyond the classroom as an essential part of earning and personal development, whatever their age, ability or circumstances.”**

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn.

These experiences can take place in the school grounds; local nature reserves and wild places; city farms and parks; streetscapes; field study centres; farms and the countryside; remote wild and adventurous places; heritage and cultural sites; zoos and botanic gardens; places of worship; museums, theatres, galleries and music venues; and on cultural, language and fieldwork visits abroad.

## Benefits

By helping children apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, schools and communities, children and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills. When these experiences are well planned, safely managed and personalised to meet the needs of every child they can:

- Improve academic achievement;
- Provide a bridge to higher order learning;
- Develop skills and independence in a widening range of environments'
- Make learning more engaging and relevant to young people;
- Develop active citizens and stewards of the environment;
- Nurture creativity;
- Provide opportunities for informal learning through play;
- Reduce behaviour problems and improve attendance;
- Stimulate, inspire and improve motivation;
- Develop the ability to deal with uncertainty;
- Provide challenge and the opportunity to take acceptable levels of risk;
- Improve young people's attitudes to learning;

Giving children responsibility for achieving these outcomes helps them to learn from their successes and failures. Learning outside the classroom provides support for many different curriculum areas. For example, all children have an entitlement to do field-work as part of their geographical studies. Linked to the curriculum, these activities provide direct and relevant experiences that deepen and enrich learning.

## **1. Organisation and responsibilities**

Responsibility for all off-site educational visits rests with the Governing Body and Headteacher.

The respective roles of each are outlined within Sefton's GUIDANCE FOR RECORDING OFF-SITE VISITS AND ADVENTUROUS ACTIVITIES

### **1.1 Governing Body**

1.1.1 The Governing body will put in place a policy to ensure all visits are properly planned and the necessary approval obtained before a visit takes place.

N.B. Governors may wish to see an outline of all planned off-site activities before they take place or may delegate this to the Head-Teacher.

1.1.2 The Safe and Well sub-committee will oversee and monitor this policy.

1.1.3 The Head-teacher's report outlining visits planned and the results of the reviews of visits undertaken, will be submitted termly to the full Governing Body meeting.

### **1.2. Head Teacher**

1.2.1 The Head teacher will be responsible for ensuring that school trips are planned, organised, undertaken, controlled, monitored and reviewed. The Head teacher will agree, with the named EVC, the duties delegated to the EVC.

1.2.2 The Governors will authorise all visits, in writing or will devolve the responsibility of authorisation to the Head Teacher.

1.2.3 The Head teacher will report the results of the reviews of visits undertaken termly to the full Governing Body.

1.2.4 The Head teacher will confirm the qualifications, training records and experience of the Group leader who will lead the specific visit and the supervisory personnel, and will approve these people as suitable to lead/supervise the visit/s.

### **1.3 Educational Visits Co-ordinator (EVC)**

1.3.1 The school's Educational Visits Co-ordinator is: Mrs Katharine Hall

1.3.2 They will undertake duties as per guidance.

1.3.3 The EVC will be fully conversant with Sefton's Guidance for Recording Off-Site Visits And Adventurous Activities as well as the DCSF Health and Safety for Pupils on Educational Visits (HASPEV) and the subsequent supplements (available on Sefton's EVOLVE Site)

### **1.4 Group Leader**

1.4.1 The Group Leader should be conversant with Sefton's Guidance for Recording Off-Site Visits And Adventurous Activities.

The Group Leader must demonstrate the following:-

- Competence, including where necessary verification, to lead the visit;
- Awareness of potential hazards, dangers and competence when completing the necessary risk assessments;
- Sound judgement of what constitutes a dangerous situation;
- Preventing access to dangerous situations for those ill-equipped to cope;
- Knowledge of how to help oneself and those in danger;
- Ability to undertake dynamic risk assessments;
- Arrangement of adequate supervision;
- Knowledge of where to get information on the area they are travelling to including such things as: tide tables and weather forecasts etc.

1.4.3 The Group Leader will liaise with the EVC throughout the planning and preparation of their trip to significant risk are assessed and that safety measures are in place prior to the trip taking place.

1.4.4 The Group Leader will assess/reassess the risks involved and amend as appropriate any previous recorded risk assessment

1.4.5 The Group Leader will ensure there is a contingency plan (plan B) should a significant change to

the programme be necessary due to unforeseen circumstances.

1.4.6 The Group Leader will ensure that all parents of children on their trip are provided with all the required information, including any risk assessment information, and that any questions raised are answered prior to the trip taking place.

1.4.7 Any activities which may include the child entering water or any activities involving work on or adjacent to water (e.g. walking near/along water's edge) which leave interpretation open e.g. river walking/pond dipping etc, must be explained to<sup>[1]</sup><sub>SEP</sub> the parents.

1.4.8 The Group Leader named for each visit will have overall responsibility for that visit whilst it is underway.

1.4.9 The Group Leader will review their trip and provide details of their review to the EVC.

1.5.0 The Group Leader will be fully familiar with emergency procedures and contact numbers.

## **1.5 Supervisory staff**

1.5.1 All staff assisting with supervision on any trip will be conversant with the Sefton's Guidance For Recording Off-Site Visits And Adventurous Activities and the specific trip's risk assessment/s.

1.5.2 All staff will ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed.

1.5.3 All staff will ensure that once the trip has started, where any previously unforeseen hazards or risks are identified, they are brought to the attention of the Group Leader.

1.5.4 Staff will feed back information to the Group Leader to enable a full review of the trip to be completed.

## **2. HEALTH AND SAFETY**

The school will adopt the procedures as laid out in Sefton's Guidance For Recording Off-Site Visits And Adventurous Activities.

N.B. For every educational visit, reference should be made to the appropriate system in present use, i.e. completion of EV-2 and generic risk assessment forms.

The following procedure will be adopted when organising any visit outside the school grounds.

2.1 Proposals for visits will, as a minimum, state

- the educational purpose of the visit;
- its aims and objectives;
- how it conforms to the school's curriculum aims;
- class identification & size, composition, supervision ratios and the names of who will be supervising;
- destinations dates & times.

2.2 A planning checklist should be used to provide assurance that each visit is methodically and suitably planned. (Template is available on the DCC Extranet site).

2.3 The school has adopted 3 categories of visits as laid out in Sefton's Guidance For Recording Off-Site Visits And Adventurous Activities They are as follows:- <sup>[1]</sup><sub>SEP</sub>

Level/ Category	Definition of visit	Do these visits need to be recorded on EVOLVE?	Approval process
Level 1	<b>Local, routine, low risk</b>	<p><b>No</b></p> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• <b>EV1 Form</b> (or similar) optional</li> <li>• generic risk assessment (Reducing paper work while maintaining a proportionate level of planning)</li> </ul> <p>Some schools may decide to record all visits on EVOLVE including Level 1 visits.</p>	<ul style="list-style-type: none"> <li>• <b>Information provided and recorded by Visit Leader</b> (On EV1 or EVOLVE)</li> <li>• <b>Checked and submitted by EVC</b></li> <li>• <b>Approved by Head/Manager (delegated approval from LA)</b> (Head/manager may delegate approval of Level 1 visits to a suitably competent and experienced member of the senior leadership team – although the Head/Manager still carries the responsibility. Where this arrangement exists it should be clearly stated in the establishments Off-site Visits Policy)</li> </ul>
Level 2	<p><b>Out-of-authority</b> (Any visit involving travel outside Sefton.)</p> <p><b>Or</b></p> <p><b>In-authority trips that are of a more complex nature</b> (eg large scale sponsored walk; night time theatre visit; involvement in a large scale public event/gathering)</p>	<b>Yes</b>	<ul style="list-style-type: none"> <li>• <b>Visit Form completed on EVOLVE by Visit Leader</b></li> <li>• <b>Checked and submitted by EVC</b></li> <li>• <b>Approved by Head/Manager (delegated approval from LA)</b></li> </ul>
Level 3	<b>Overseas Residential Adventurous</b>	<b>Yes</b>	<ul style="list-style-type: none"> <li>• <b>Visit Form completed on EVOLVE by Visit Leader</b></li> <li>• <b>Checked and submitted by EVC</b></li> <li>• <b>Authorised by Head/Manager</b></li> <li>• <b>Approved by Local Authority</b></li> </ul>

2.5 Staff competencies required for the nominated Group leader and for teaching and support staff will be clearly defined.

2.6 Where the school uses external providers, a Risk assessment will be requested and attached to the relevant documentation.

2.7 Risk assessments and procedures for managing risks will be in place for all risks that are reasonably foreseeable. The risk assessments must be read and signed by all the adults accompanying the trip.

2.8 The timescales for the proposal, approval and departure of each visit will be included in the arrangements section of this policy.

2.9 Suitable and sufficient information will be provided to parents to enable them to make an informed decision as to whether their child should accompany the trip.

2.10 No child will be allowed to embark on any visit without producing a consent form signed by their

parent/guardian.

2.11 Every trip or visit will be subject to a review.

### Risk Assessments

Risk assessments are an essential part of the planning process.

The Group Leader is responsible for producing risk assessments for all aspects of the visit.

Marshside Primary School intranet contains a risk assessments folder. This contains the EV-1, EV-2 and generic risk assessment forms. The generic risk assessment form may be amended to suit the specific location and group travelling.

All adults accompanying the visit must read the risk assessment/s and sign the appropriate forms to confirm understanding and agreement of the control measures.

For regular visits, such as swimming, or local church, a programme of activities will need to be done perhaps once a term or once a year. During the visit, a dynamic risk assessment should be carried if any situation occurs that impacts on future visits or affects any of the children in any way and a report should be completed and submitted to the Head Teacher.

### 3. Arrangements

**REMINDER: N.B. For every educational visit, the current system is for the EV-2 form to be completed with a generic risk assessment and any additional assessment from the place of visit.**

#### 3.1 Proposal

3.1.1 The Group Leader will submit a proposal to the Headteacher within the following timescale for each category of visit

Category	Latest date for submission to EVC and / or Headteacher
Level 1	5 working days prior to the visit.
Level 2	10 working days prior to the visit.
Level 3	Overseas – 8 weeks prior to visit; other 4 weeks. Complete on EVOLVE

3.1.2 The EVOLVE on-line Approval for Off-site Visits form must be completed.

3.1.3 The means of complying with the requirements outlined in the planning checklist must be confirmed.

3.1.4 Proposed visits should be clear with regard to insurance arrangements and the financial procedures that will be used including charging and remissions.

3.1.5 Parents should be given sufficient information to enable them to make an informed decision as to whether their child should participate in the visit. They must sign the relevant consent form(s), and provide emergency contact number(s) and all relevant medical details including children currently on medicines.

3.1.6 Forms for Parental consent and medical details should be sent out at least four weeks prior to the visit.

3.1.7 Where coach or minibus travel is to be used it must be in accordance with Sefton's Guidance For Recording Off-Site Visits And Adventurous Activities

#### 3.2 Notification

3.2.1 Notification will be made using the EVOLVE on-line Approval for Off-site Visits form.

3.2.2 Notification to the LA Educational Visits team will only be allowed after the Headteacher and EVC are satisfied that the form has been fully completed and that any requisite additional information is attached and they have signed all relevant documentation.

3.2.3 The Group Leader is responsible for sending the notification to the EVC for visits in categories B. This must be: at least **Eight weeks** prior to an overseas visit and **Four weeks** prior to any other Category B visit.

3.2.4 The Headteacher/EVC will ensure that the Group Leader carries out this task.

### **3.3 Undertaking the visit**

3.3.1 Once the trip notification has received approval, the visit will commence in accordance with the itinerary and activities planned. Any deviation from the itinerary or planned activities must be considered by the Group Leader and a risk assessment made prior to the alteration taking place.

3.3.2 A record must be kept of all such instances for evaluation and review purposes.

3.3.3 Any accidents that result in a child or member of staff having to go to hospital must be telephoned to the school contact immediately. Upon receipt of any such calls the school contact will immediately inform the LA Educational Visits team.

### **3.4 Monitoring**

3.4.1 The school will monitor the implementation of this policy by ensuring that the documentation required has been produced to a satisfactory standard.

3.4.2 It is recommended that on occasions the EVC, Head teacher or a member of the Governing Body will accompany a group.

3.4.3 The school may also request the Education Visits Advisor (EVA) to undertake a monitoring visit of a planned trip. This will be used for the school's own monitoring purposes.

### **3.5 Evaluation and Review**

3.5.1 Every visit will be reviewed by the Group Leader.

3.5.2 The results of the evaluation and review process will be provided to the EVC/Headteacher.

3.5.3 The Head teacher's report to the Governing Body will include details of the evaluations and reviews for visits undertaken.

3.5.4 The evaluation and review report will be maintained in the school's educational visits file for reference.

## **Insurance**

All staff, children and adult helpers are covered by the following Sefton insurance policies.

### **Insurance arranged by the Local Authority:-**

- Employers Liability Insurance: Y092874QBE0116A
- Travel insurance: Maven Underwriting; 16-PAT0000000655

**N.B.** This insurance does not cover personal possessions or trip cancellations and staff and pupils should take out additional insurance cover for all other contingencies).

### **Additional insurance which may be considered necessary by the Group Leader:-**

- Overseas Personal Accident Insurance
- Increased UK coverage
- Cancellation cover

## **Increased coverage for journeys in the United Kingdom**

While medical treatment is provided by the NHS, Head-teachers/Youth workers and party organisers should be aware of other areas of expenditure which could result from an accident or illness in the UK (e.g. additional travel or accommodation, <sup>11</sup>expenses incurred by hospital visits, cancellation of holidays, loss of property, disablement).

It is recommended to consider the need for insurance cover, bearing in mind that it is not always the apparently dangerous activities, which attract accidents. In general it would be prudent to arrange insurance for all overseas visits and visits in the UK that involves an overnight stay.

**N.B.** It is essential that parents are made fully aware of:-

1. The nature of any insurance provided.  
OR
2. The needs for any extra insurance if not provided by the organiser.  
OR
3. The absence of insurance cover.

In relation to all the above, it must be clearly understood that insurance cover does not apply to:-

- (a) Activities undertaken privately by teachers/workers/leaders independently of school/youth club.
- (b) Activities which have not been approved by the Headteacher/Youth worker or, where required, by the Governors and the Education Service
- (c) Activities organised by PTAs.
- (d) Private motor vehicle claims – business use must be covered by the policy holder’s private insurance. Cover for business use by the policy holder may not automatically provide cover for the spouse’s/partner’s business use. Drivers are advised to check with their insurance companies.

This policy has been written in light of the following:

Sefton’s Guidance For Recording Off-Site Visits And Adventurous Activities (paper copy in EVC folder in main office);

Sefton’s Evolve website: <http://www.seftonvisits.org.uk/>

Marshside Primary School: Charging and remissions policy;  
Equal opportunities policy;  
Supporting children with medical needs policy.