

EDUCATIONAL VISIT POLICY FOR SHAKESPEARE PRIMARY SCHOOL

To be reviewed: Annually

Adopted: November 2023

To go to: Health and Safety Committee

Approved by Governors: November 2023

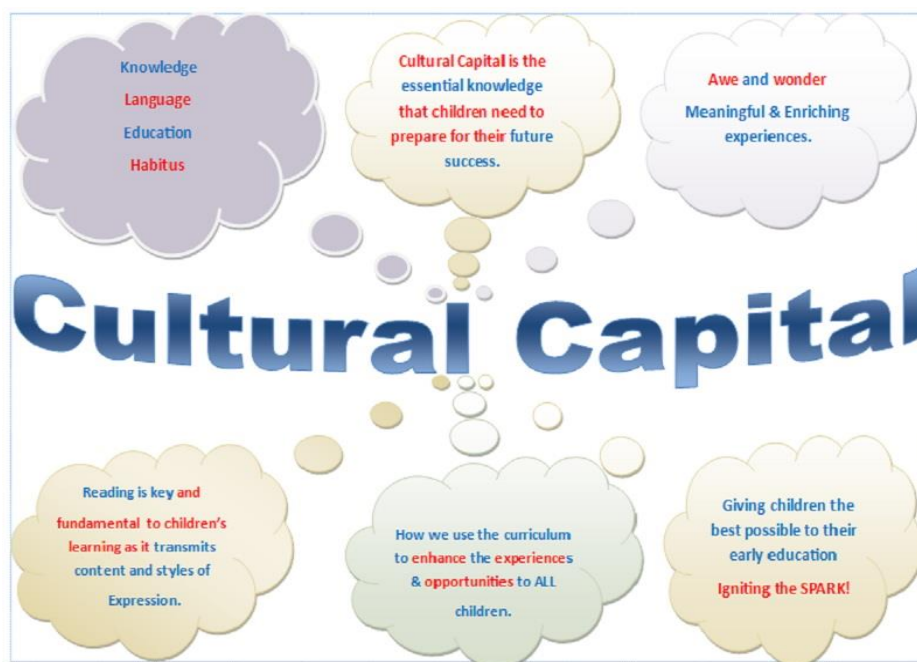
Amended and Reviewed: SM 9th November 2023

Aims

Our Educational Visit Policy aims to set out the guidelines we follow, as a school, to enable children to experience opportunities outside of the classroom that they may not get the chance to experience otherwise. We are firm believers that educational visits benefit all children and can open up a world of awe and wonder, create curious minds, foster team work, build social skills and develop independence.

They are also an opportunity for children to feel proud to be a part of a team or group in the wider world.

Educational Visits play a huge part in the development of Cultural Capital.



It is everyone's responsibility to ensure the safety of the children in our school and we have a collective duty of care for the welfare and safety of all children, staff and volunteers. Staff are aware that they must follow legally required policies and procedures in order to ensure that they understand how to plan for visits and what to do if things go wrong or there are emergencies.

All activities involving young people learning outside the classroom are associated with the possibility of misadventure. Safety for educational/offsite visits and for outdoor adventurous activities is critically dependent on the quality of leadership. This policy aims to minimise the potential for misadventure, but it must be recognised that risk cannot be totally eliminated. Challenge must always be appropriate and risk reduced to an acceptable level. For any activity or event, the same principles will always apply:

- Purpose
 - The educational purpose of the visit- e.g. links to the curriculum.
 - People
 - Who is going?
 - Context
 - Where will it take place and with what?
 - Organisation
 - How will it be managed and organised?
- (See LCC Risk Assessment Form 5)



At Shakespeare we adopt the LA guidance and use their EVOLVE online proforma when planning Educational Visits.

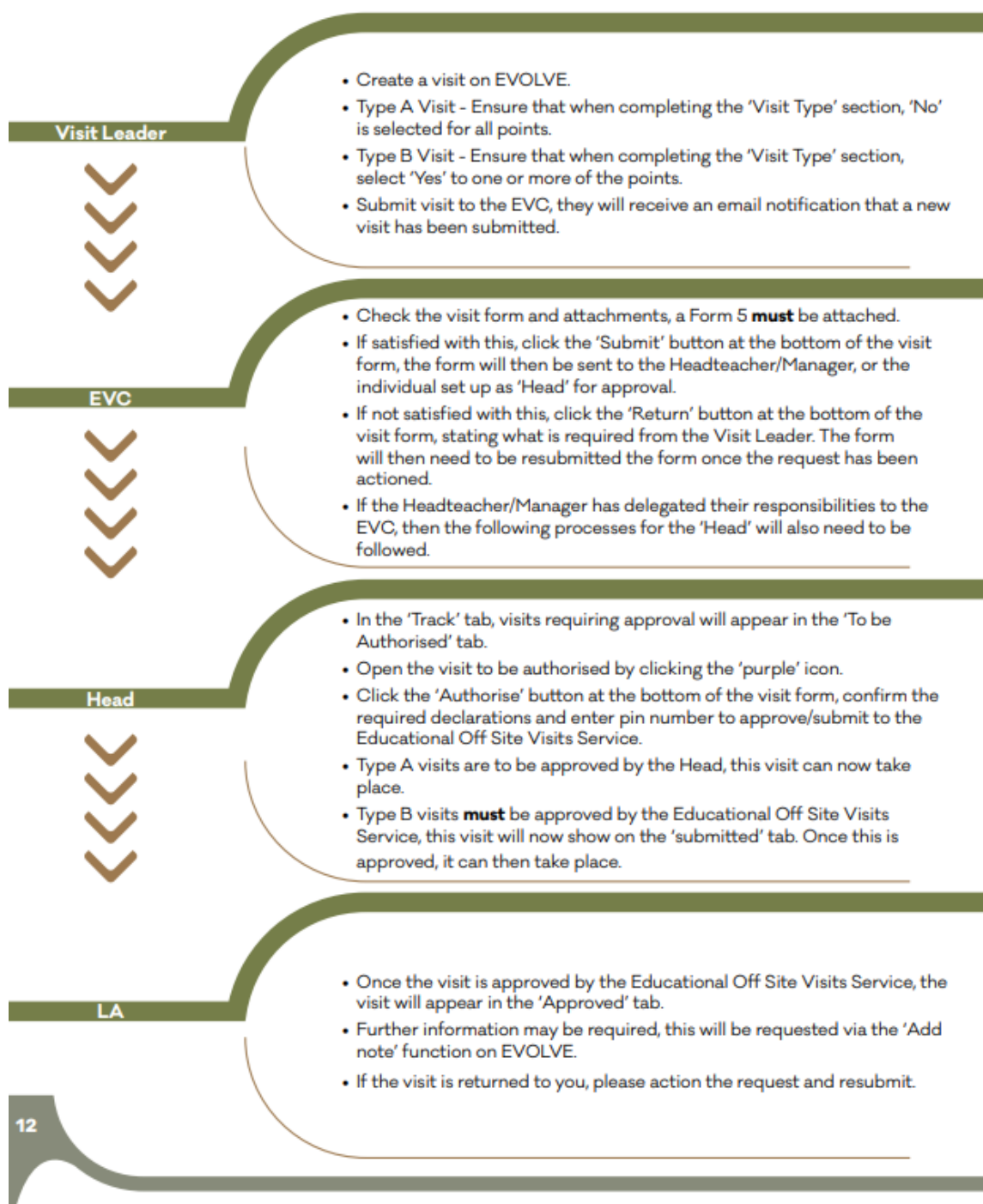
Equal Opportunities

Outdoor education, visits and off-site activities should be available and accessible to all whom wish to participate, irrespective of gender, religion, ethnic origin, social background, medical need or physical ability. All young people should be encouraged to participate in as wide a variety of visits and activities as possible. Planning for visits and activities must take account of the Special Educational Needs (SEN) and Disability Act 2001 and The Disability Discrimination Act 2005. Schools should seek to anticipate the needs of pupils who are disabled as well as the needs of specific pupils.

How Visits are Authorised

An EVC (Educational Visit Coordinator) is selected and they will work with the Headteacher and often School Business Manager in the use and management of EVOLVE.

2.1.8 Approval of Educational Off Site Visits



Types of Visit

In accordance to LA guidelines, there are three different types of visits.

- Local Learning Area Visits
- Type A Visits
- Type B Visits

Local Learning Area Visits-

These are routine Type A visits, outlined by the DfE as those visits which are covered by school's current policies and procedures. These are typically close to the school in the local area and require only a small amount of extra planning beyond the educational aspect of the visit. These are specified visits/activities within a designated geographical area that are part of the normal curriculum and take place during the normal school day.

If the school has designated a Local Learning Area, then these activities should follow the Standard Operating Procedures set out and should not normally need additional risk assessments or notes added. A 'Signing Out' sheet containing relevant information should be left with the base contact/ office before departure.

Type A Visits (approval by the school/service)-

Educational low risk off site visits, up to one-day duration, for example:

- Theatre visits.
- Zoo visits.
- Museum visits.
- Lake cruise, river cruise, ferry, or canal boat visits.

Unless consent has been obtained, a child/young person must not take part in the educational off-site visit. For all Type A visits, consent can be sought using a general consent form at the beginning of a year, or even upon registration of a young person with the school. (LCC Form 3 or Form 3A).

It is still a requirement that parents/carers must be informed of individual off site visits in advance, and advised where their young person will be, and of any extra safety measures or clothing required. Schools must be aware of the need for up to date medical information.

Approval for Type A visits must be obtained within the school. Responsibility for the approval of Type A educational off-site visits rests with the Management (Governing Body/ Management Committee/Manager). All Type A visits, unless they fit the criteria above outlined in the section 'Local Learning Area Visits' must be managed using the EVOLVE database and this approval process.

Type B Visits (require approval by the County Council)-

Educational Off-Site Visits:

- Involving a planned activity on water, or in which the presence of water is identified as a hazard on the risk assessment. Travel on a lake cruise, river cruise, ferry or canal boat is regarded as a form of public transport and is therefore not necessarily a hazard.
- Involving adventurous activities.
- To farms.
- To theme parks.
- To trampoline parks and non- curriculum one off sessions.
 - Involving overnight stay or residential accommodation or overseas visits including foreign exchange visits.

- London day visits and other multi venue city visits, where the school is not also located in the city.
- Laser tag or Paintballing.
- Escape Rooms or Mazes.

The following are examples (not an exhaustive list of such activities):

- Paddle sport; canoeing, kayaking, stand up paddle boarding.
- Mountain sport; climbing, hillwalking, scrambling, gorge walks, 'river' walks.
- Caving: including show caves/tourist mines.
- Motorsports: karting, MX riding, quad biking, BMX riding.
- Artificial climbing structures: walls, high/low ropes.
- Snow sports: skiing, boarding.
- Water sports: sailing, power boating, SCUBA diving, kite surfing, wild swimming.
- Horse riding.
- Ice skating.
- Archery.
- Activities with armed forces.
- Establishment led walks.

For every Type B visit, specific written consent and full medical information must be obtained (LCC Form 3B or Form 3C). In order that parental/carer consent can be fully informed, it is important that the school provides full information regarding all activities to be undertaken on the visit. Unless consent has been obtained, a child/young person must not take part in the educational off-site visit.

It is the responsibility of the Management to ensure that approval is obtained from the County Council for all Type B visits. In seeking approval for an educational off-site visit, submission must be made to the Educational Off-Site Visits Service, via EVOLVE, at least 4 weeks prior to the visit taking place.

Risk Assessments

It is a legal requirement to undertake risk assessments and put measures in place to control significant risks. The risk assessment should be seen as fundamental to the overall planning process and should be considered from the outset of any visit planning. Risk assessment recording should not be unduly onerous, but supportive and helpful for the visit leadership team. A proportionate approach to risk management, which, in the context of outdoor learning and off-site visits, is a two-stage process:

- The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
- The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

The risk assessment process must be seen as 'on-going' and 'dynamic'. Professional judgements and decisions regarding safety will need to be made regularly during the activity. If the control measures are not sufficient, the activity must not proceed.

Staff can seek advice and support from the EVC when completing risk assessments. Dependent on type, risk assessments are then checked by EVC/ head and submitted onto the Evolve online system.

First Aid

First aid which is appropriate to the activity being undertaken must be always available and accessible. For most Type A visits, it will be sufficient that the Visit Leader has a good

working knowledge of first aid and a suitably stocked first aid kit is carried. For Type B visits, it is generally a requirement that a suitably qualified first aider is present at all times when the group is off site. On any visit, all adults in the group must know the emergency arrangements (LCC Form 10) and how to contact the emergency services. Management hold records of staff first aid qualifications and there are regular checks that these qualifications are current.

Ratios

LCC recommend the following ratios for Type A and Type B visits-

Pre-school/ Reception/ Foundation:

Staffing arrangements **must** meet the needs of all children and ensure their safety. Providers **must** ensure that all children are adequately supervised and decide how to deploy staff to ensure that children's needs are met.

Years 1 to 3:

1 adult for every 6 children.

Years 4 to 6:

1 adult for every 10 children.

Years 7 and above:

1 adult for the first 10 children/young people and then one additional adult for every 20 students, or part thereof. For high risk activities, residential visits and any visit abroad it is strongly recommended that the ratio should never be less than 1:10

Post 16 years:

The risk assessment process should decide the ratios, taking into account the activity to be undertaken and the age and maturity of the students.

Monitoring and Evaluating

Staff are encouraged to review visits with peers and management, considering the successful and less successful parts of the visit.

Staff are also encouraged to gain pupil voice about what the children learnt from the trip and if it was an enjoyable experience.

More Information

<L:\Whole School\L Drive New\26. Educational Visits\Policies\LCC Policy and Guidelines.pdf>

This policy should be reviewed annually and rewritten every three years or as and when necessary.

Written by SM November 2023