

Educational Visits and Off Site Activities Policy

Date	Review Date	EV Coordinator
September 2017	September 2018	Shaheda Khanom

Rationale

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.

At Buttercup Primary School 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 our children, we also offer a range of educational visits and other activities that add to and complement what they learn in school.

An educational visit could be a short term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

We will ensure that we comply with all Department for Education and Local Authority documentation before any educational visit is authorised.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

- To provide a clear and coherent structure for the planning and evaluation of educational visits in order to enhance the curricular and recreational opportunities for pupils.

Responsibility for the Policy and Procedure

Role of the Proprietor

The Proprietor has:

- the responsibility to give permission for all residential school trips;
- responsibility to ensure that the school complies with all health and safety regulations and procedures;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;

- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head teacher

The Head teacher will:

- appoint a member of staff to be the Educational Visit Coordinator;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- be responsible for the sanctioning and authorising of all educational visits whatever the duration or purpose;
- ensure that the Educational Visit Coordinator and Visit Leaders have appropriate training and are sufficiently competent and experienced;
- monitor the effectiveness of this policy;

Role of the Educational Visit Coordinator

The Educational Visit Coordinator will:

- undertake appropriate training and is competent and experienced to undertake the role;
- ensure that all documentation is in place before the Visit Plan can be authorised by the Head teacher (and in the cases of residential trips, the Proprietor)
- review the planning, documentation and competence of the Visit Leader before recommending the authorisation of any educational visit;
- lead the development of this policy throughout the school;
- work closely with the Head teacher and the staff team;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;

Role of the Standards Committee

The Staff will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- annually review this policy and report to the Proprietor on the success and development of this policy

Role of Visit Leaders

Any off-site educational visit must be planned well in advance of the proposed date of actual visit.

All requests must be made to the Head teacher on a 'Educational Visit Request Form' (copy in the Educational Visits folder on the school conference) at least 2 weeks prior to proposed visit, and

preferably 6 weeks prior to the visit taking place. This request form must be filled in by the visit leader (usually class teacher) and submitted to the Head teacher within these timescales.

Once the visit is approved by the Head teacher, the visit leader will need to make a firm booking/confirm reservations. The visit leader must give a copy of the request form to the key stage leader.

Visit Leaders will then complete a Visit Plan system before any visit is given final authorisation:-

- a Risk Assessment(s) based on a pre-visit;
- the nature, purpose and length of the visit;
- accommodation details;
- the year group and pupil numbers;
- pupil names;
- contact details;
- emergency contact details;
- information to parents
- parent consent forms;
- medical records;
- the number of adults;
- adult pupil ratio;
- insurance;
- costings of the visit;
- coach firm and contact details;
- travel arrangements;
- itinerary of visit;
- medical and first aid arrangements;
- emergency procedures;

Role of Other Supervising Adults

The party leader will ensure that all supervising adults are:

- trained in supervisory procedures for educational visits
- allocated a group of named pupils
- given any relevant pupil information
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions;

Risk Assessment Procedures

Risk Assessments of both the visit location as well as any activities to be undertaken whilst on the visit will be completed following a preliminary site visit by the Visit Leader and will cover:

- What are the hazards?
- Who might be affected by them?

- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

The risk assessment must include the SEN/medical needs of the specific group of children participating. The school has a standard format for risk assessment which can be found on the folder called 'Risk Assessments'. A copy of the risk assessment will be attached to the planning sheet and filed. All adults accompanying the visit should be briefed about the outcome of the risk assessment and made fully aware of their responsibilities.

A risk assessment of the mode/s of transport will be undertaken. There are model risk assessments for walking / minibus travel /coach travel on the school's conference which can be adapted and used.

Recommended Adult: Children Ratios

At Buttercup Primary School we base staff/pupil ratios on a thorough risk assessment of the issues, including pupils needs (SEN and medical needs), the venue, activity and duration of the visit, transport arrangements, competence and experience of the adults and emergency procedures. We follow the guidelines contained within the Tower hamlets Council document "Regulations & Guidelines for Educational Visits" regarding adult: child ratios. This document is part of the LA Health & Safety manual and is referred to as 'LA Guidance' from this point in the policy. Staff organising an educational visit should also refer to the DFE guidance contained in 'A Handbook for Group Leaders' which is also available on the above website.

Authorisation of Educational Visits

The Headteacher will:

- authorise all short term or day educational visits;
- seek the approval of the Proprietor for a residential visit

Role of Parents / Carers

Parents/carers will:

- be informed of all educational visits by the school and will be given full detailed information of the visit;
- complete a standard parental consent form before their child attends an educational visit so that medical conditions, allergies and special dietary needs are covered;
- submit current emergency contact details before an educational visit takes place;

Role of Parents / Carers / other adult voluntary helpers

We are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will:-

- normally be people well-known to the school as either parents or governors.

- will be told that they have the responsibility to follow the instructions of the visit leader and that the visit leader retains overall responsibility.
- will be appointed as far in advance of the visit as practical and will be offered opportunities to meet the pupils, for whom they will have responsibility, learning their names and getting to know them.
- attend all planning and information meetings held by the school before any residential or overseas visit takes place;
- be subjected to a Disclosure and Barring Service criminal records check before they take on the role as a volunteer helper/supervisor on an educational visit;
- undertake training/briefing in the above role;
- be allocated named pupils during the visit.

Planning & Information Meetings

Parents will be invited to attend a planning and information meeting before any residential or overseas visit takes place.

At this meeting parents will be informed of the following:

- the name of the group leader
- the names of the deputy leader and other staff
- the names of parents accompanying the visit
- the ratio of pupils to adults
- the dates and time of departure and return
- the full contact details of the destination
- the method/s of travel
- the name of the coach firm/travel company
- the itinerary of the educational visit and of the activities planned
- the total cost
- the date when the deposit needs to be paid and when the final travel cost has to be paid
- insurance arrangements
- pupil medical and dietary information
- checklist of clothing and other essentials
- checklist of equipment
- details and advice of pupil pocket money
- ground rules for the visit

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- abide by the ground rules and the standards of behaviour for the educational visit
- know which adult is responsible for them
- look after their possessions and spending money
- listen carefully to all instructions given by the teacher or volunteer;
- ask for further help if they do not understand;

Role of the School Council

The School Council will be involved in:

- determining this policy with the Proprietor;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Proprietor

Training

The Educational Visit Coordinator will:

- undertake training organised by the school;
- ensure all Party Leaders and volunteer helpers have access to appropriate training and support to fulfill their role on educational visits;
- ensure all school personnel have equal chances of training, career development and promotion;
- ensure all school personnel so that they are kept up to date with new information and guide lines concerning educational visits.

Financial Arrangements

There are some circumstances when the school can make a charge for certain activities. The Proprietor has a 'Charging and Remissions' policy that details the full range of activities where a charge can be made. A copy of this is available from the school office.

The Proprietor has agreed the wording of the statement relating to charging that is to be included in letters to parents regarding educational visits. This forms part of the 'Charging and Remissions' policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
 - reports such annual report to parents and Headteacher reports to the Proprietor
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head teacher and the Proprietor.

Linked Policies

▪ Health & Safety	▪ IPC	▪ Charges, Voluntary Contributions & Remissions	▪
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Headteacher:	R.Begum	Date:	01/09/2017
Proprietor:	N.Rehman	Date:	01/09/2017

Educational Visits Policy - Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Educational Visits	To outline the rationale for educational visits and all off site activities , and the key responsibilities within this policy.			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓		

Question	Equality Groups															Conclusion																			
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No									
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS						
		✓			✓			✓			✓			✓			✓			✓			✓					✓							
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓							
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓							
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																																		
Preliminary EIA completed by			Date			Preliminary EIA approved by			Date																										
Rena Begum			01/09/17.			N.Rehman			01/09/2017																										