



Educational Visits Policy

This policy was reviewed in April 2022

This policy was approved by the Governing Body on 25th April 2022

This policy will be reviewed by April 2026

(unless any changes are necessary prior to this date)

BELONGING | BELIEVING | ACHIEVING

“You are the light of the world.”

Matthew 5:14

Context

In line with our school vision, we believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Our educational visits support the Cultural Capital areas of our school curriculum and help to broaden pupils' knowledge beyond the classroom. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes St Matthew's CE Primary School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- A deeper understanding of the curriculum
- Development of Cultural Capital opportunities
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence
- Improvements in their ability to cope with change
- Increased critical curiosity and resilience
- Opportunities for meaning making, creativity, developing learning relationships and practising strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects (pupils are active participants not passive consumers, and a wide range of learning styles can flourish)
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging 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

Application

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 Educational Visits Policy, St Matthew's Primary School follows National Guidance from www.oeapng.info.

All staff are required to plan and execute visits in line with school policy (ie this document), any Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of educational visit:

1. Visits/activities within the 'School Local Learning Area' that are part of the normal curriculum and take place during the normal school day.

Parents give permission for local visits when their child is admitted to St Matthew's Primary School. Information about these visits must however be shared with the parents prior to the visit and a risk assessment (appendix 3) must be completed.

2. Other non-residential visits within the UK that do not involve an adventurous activity.

Parents give permission for visits that are outside of the local areas when their child is admitted to St Matthew's Primary School. Information about these visits must however be shared with the parents prior to the visit and a risk assessment must be completed.

3. Visits that are overseas, residential, or involve an adventurous activity.

Parents give specific consent for these types of visit. A risk assessment is completed along with site specific risk assessments and safety guidance from the place that is being visited.

Roles and responsibilities

Teachers who organise class or school visits are 'Visit leaders'. They are responsible for the planning of their visits passing this information onto the Head of Inclusion and Wellbeing. They should obtain outline permission for a visit from the Head of Head of Inclusion and Wellbeing or Acting Headteacher prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Sarah Green (Head of Inclusion and Wellbeing), who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters. The EVC and/or the Acting Headteacher checks documents being sent to parents and checks the risk assessments.

The Acting Headteacher has responsibility for authorising all overseas, residential or adventurous activity visits. The Acting Headteacher ensures that risk assessments for all overseas, residential or adventurous activity visits are approved by the Governing Body.

The Governing Body approves risk assessments for all overseas, residential or adventurous activity visits. The Governing Body follows guidance from www.oeapng.info:

- We regularly discuss the place of off-site visits and outdoor learning in relation to the establishment's ethos, aims, programme and effectiveness.
- We are aware of our role and responsibilities for off-site visits and outdoor learning, including our particular responsibilities if we are the employer of establishment staff.
- Our establishment has a policy for off-site visits and outdoor learning, which includes a policy for charging for visits and activities.
- We have access to training to develop our understanding of off-site visits and outdoor learning and its associated guidance.
- We support and challenge the establishment's head/manager to provide safe high-quality off-site visits and outdoor learning.
- There is an Educational Visits Coordinator (EVC) in place who meets with employer requirements.
- If we are school governors, we understand that Pupil Premium can be used to support the provision of off-site visits and outdoor learning, and recognise the benefits that this can bring for pupils.
- We have arrangements and consider adjustments for young people with special needs, including medical and behavioural needs, so that our visits are inclusive.
- Offsite visits and outdoor learning are included in our meeting agendas and are a standing item in the head's/manager's report.
- The establishment has procedures in place to monitor the safety, quality and effectiveness of its off-site visits and outdoor learning.
- We are aware of which types of visit or activity require our specific approval or involvement, as part of the establishment's monitoring and approval procedures.
- An emergency plan is in place, and we periodically review and rehearse it to ensure that it remains suitable and sufficient.
- We are aware that we may be involved in adjudicating parental complaints or dealing with emergencies.
- The establishment has access to expert advice, such as from a competent outdoor education adviser appointed by the employer.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role
- Supervision by senior staff on some educational visits
- Support for staff to attend training courses relevant to their role, where necessary

In deciding whether a member of staff is competent to be a visit leader, the Acting Headteacher will take into account the following factors:

- Relevant experience
- Previous relevant training
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency
- Knowledge of the pupils, the venue, and the activities to be undertaken

Planning arrangements

- Staff should be familiar with the area of the visit, including any 'no go areas', and have practised appropriate group management techniques
- Pupils have been trained and have practised 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 ensure the school office has a list of all pupils and staff attending the visit, 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 (eg gloves, goggles)
- The Head of Inclusion and Wellbeing, or Acting Headteacher must give consent before any pupil leaves the school building
- Only staff judged competent to supervise groups in this environment are approved
- A risk assessment is approved by Head of Inclusion and Wellbeing or Acting Headteacher

Adult:Pupil Ratios

- Nursery and Reception: at least 1:3
- KS1: at least 1:6
- Lower KS2: at least 1:8
- Upper KS2: at least 1:10

At least two of the adults should be school staff. The minimum number of adults for any trip is 2 (even for small groups of pupils). Adults other than school staff should not be left alone with children (other than their own), unless the school has a DBS check for them (this includes supervising children in toilets). **The class teacher has ultimate responsibility for the safety of the children.**

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the Diocese and the Local Authority. The Acting Headteacher will contact the Chair of Governors and GROW Partner in the Diocese to plan the next course of action.

Parental Consent

Parents give permission for visits that are outside of the school when their child is admitted to St Matthew's Primary School. Information about any visit must however, be shared with the parents prior to the visit and a risk assessment must be completed.

Parents give specific consent for visits that are overseas, residential, or involve an adventurous activity. A risk assessment is completed along with site specific risk assessments and safety guidance from the place that is being visited.

Inclusion

St Matthew's School is committed to providing an inclusive education for all pupils and will plan activities to ensure pupils are able to access the additional learning opportunities. The school complies with the Equality Act 2010.

Charging / funding for visits

Where possible, school visits will be free of charge to parents but sometimes a small donation may be required from parents. This is paid via Arbor (MIS). Residential trips would require funding from parents, but the school would also apply for charity funding to assist with these costs.

Transport

Where possible, public transport is used for school trips and the school office is able to book free travel tickets via TfL. Two weeks' notice must be given for these tickets.

Private coach hire is used for residential trips.

Use of staff cars to transport pupils

This is not an option for St Matthew's School, but guidance will be sought from the LA/Diocese when necessary.

Insurance

The school holds the relevant insurance certificates.

Appendix I
Risk Assessment

St Matthew's CE Primary School 18 Old Pye Street, London, SW1P 2DG 020 7504 0500
Risk Assessment – Out of School Visits/Trips



Class and Number of Children:		Name of teacher/s organising the visit:	
Date of proposed visit:		Place to be visited (full address and contact details):	
Timings of proposed visit:			
Number of Adults Needed: Names of Adults (names of staff and volunteers):			
Curriculum Links:		Mode of Transport:	
Site specific risk assessment required?	<input type="checkbox"/>	Any vulnerable persons involved? (Children or adults) <i>*See coronavirus guidance on pg 2</i>	
What arrangements have been made if this class are out of school: (eg. Dramatherapy, cancelling reading volunteers, break duties, music lessons etc)		Who is covering the lunch/playtime duties that need covering?:	
Cost of trip:		Funding: Invoice arrangements?	Date trip confirmed with Sarah (or Helen/Rachel)
Number of Free School Meals (packed lunches ordered?):		Draft letter sent to Sarah (or Helen/Rachel)?	Date letter sent to parents (via email)
TfL tickets ordered/Transport arrangements? (two weeks in advance)		Appropriate adult:child ratio for age group/SEND needs	Site specific risk assessment or documents?

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Risk Assessment – Out of School Visits/Trips

Considerations regarding coronavirus:

	Details of risk	Action for the school
How long is the journey on public transport?	n/a	n/a
How crowded is public transport likely to be for the timings of this visit?	n/a	n/a
*Are there any high risk children in this group in relation to Covid19?	No	n/a
How crowded will the destination be?	Large church, congregation spaced out, unlikely to be full	Children will be sitting away from the main congregation, in their class groups
What are the hand washing facilities like at the destination?	Limited	Ensure hand sanitiser is taken by the members of staff.
Can this trip still go ahead? Headteacher/AHT to authorise	Yes	

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Risk Assessment – Out of School Visits/Trips

Hazards	Who might be harmed and how?	Risk Level	What to do in an emergency	Prevention
Crossing Roads	<ul style="list-style-type: none"> Road accident involving bicycle, car or other vehicle Child tripping over Adult tripping over 	Low	<ul style="list-style-type: none"> Call 999 Call the school to inform Rachel/AHT 	<ul style="list-style-type: none"> Minimum of two adults standing in the road between pupils and traffic Children given safety talk before departing Children not to speak when crossing roads Roads crossed at correct traffic signals (eg green man), or zebra crossings where possible Use of high-visibility jackets First aid kit taken on trip
Travelling through crowded areas/visiting a crowded place	<ul style="list-style-type: none"> Child getting lost/separated from group Child tripping or falling 	Low	<ul style="list-style-type: none"> Call 999 One member of staff to look for missing child (if lost) Remaining staff to wait in safe place with the rest of the group Call the school to inform Rachel/AHT 	<ul style="list-style-type: none"> Appropriate levels of adult ratio, with pupils split into groups so adults can check all children are present at all times (adults to have a checklist with children's names) Children given safety talk before departing First aid kit taken on trip
Medical emergency	<ul style="list-style-type: none"> Asthma attack Allergic reaction Diabetes reaction Other accident within the place of visit 	Low	<ul style="list-style-type: none"> Call 999 if necessary Call the school to inform Rachel/AHT 	<ul style="list-style-type: none"> Asthma pumps taken for specific children Epi-pens taken for specific children Medication taken for specific children (and parent to accompany where appropriate) Site specific risk assessment Follow procedures at place of accident

Risk Assessment – Out of School Visits/Trips

Accident or incident on tube/bus	<ul style="list-style-type: none"> Children/adults are hurt Children getting lost/separated from group 	Low	<ul style="list-style-type: none"> Call 999 Alert transport staff One member of staff to look for missing child (if lost) Remaining staff to wait in safe place with the rest of the group Call the school to inform Rachel/AHT 	<ul style="list-style-type: none"> Appropriate levels of adult ratio, with pupils split into groups so adults can check all children are present at all times (adults to have a checklist with children's names) Children given safety talk before departing First aid kit taken on trip
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Risk Assessment – Out of School Visits/Trips

Checklist:

On the day of the visit:

Class contact details	
High visibility jackets for all children	
Correct number of free packed lunches	
First Aid Kit	
Medical details, medication and care plans where appropriate (Asthma pumps, epi pens, insulin etc.)	
Staff/school mobile phone (Please leave the number with the office in case of emergency)	
Take the class register before leaving the school building	
Ensure additional adults are at the beginning, middle and end of the line	
Groups allocated to accompanying adults	
Accompanying adults aware of safety procedures	
TfL tickets	

After the visit:

Thank volunteers	
Complete site evaluation if necessary	
Inform Rachel/SLT of any issues that arose on the trip	

All school policies and procedures should be followed in all situations

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit. During school hours this is the school office, out of school hours, this will be a member of SLT.
2. This nominated base contact will either be an experienced member of the senior leadership team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leader team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. This Emergency Procedure is reviewed regularly.