

Emmanuel Church of England School



Trips and Outdoor Visits Policy

1. Mission statement

At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

“Always treat others as you would like them to treat you” Matthew 7:12

2. Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Emmanuel Church of England 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:

- 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.
- Enhanced opportunities for ‘real world’ ‘learning in context’ and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts i.e. 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.

3. 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, Emmanuel Church of England School:

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff has access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

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

4. Types of Visit & Approval

There are three 'types' of visit:

1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. These follow the 'School Learning Area' Operating Procedure (Appendix 1)
2. Other non-residential visits within the UK that do not involve an adventurous activity e.g. visits to museums, farms, theme parks, theatres, etc. These are entered on EVOLVE by the visit leader and submitted to the Educational Visits Coordinator for checking. The EVC then submits to the Head for approval.
3. Visits that are overseas, residential, or involve an adventurous activity. These follow 2. above, but the Head then submits the visit to the LA for approval.

5. Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

Before the visit:

- Identify the educational aims and objectives of the visit at an early stage.
- Check with the Head teacher the proposed date for the visit to ensure it does not clash with other events. Once agreed, enter the date onto the school diary.
- Familiarise yourself with the Educational Trips and Off-Sites Visits Handbook for Group Leaders.
- Visit the venue.
- Decide on the best mode of transport. If a coach is required, the office staff will retrieve quotations and let you know the best company to travel with. This will then determine the level of contribution per child you request from the parent. The contribution should not be over £5.00.
- If using public transport, book the tickets online at least 2 weeks before the visit.
- Inform kitchen staff 2 weeks before the visit if your class does not need lunch prepared.
- Inform office staff and music co-ordinator of the trip so they can contact volunteers and peripatetic music teachers.
- Allow a period of 2 weeks to inform parents in writing of the visit. Parental approval of trips involving a higher level of contribution, e.g. residential trips, should be sought two terms before the trip takes place.
- Letters are to be approved by line manager before being sent out.

- If parents have been asked to volunteer on the visit, their details should be given to the office at least 1 week before the visit so a 'List 99' check can be completed.
- The Visit Form should be completed via Evolve, which asks the Visit Leader to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account.
- Visit planning includes consideration of the question: 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues should be recorded on EVOLVE, using the online Event Specific Notes facility. See Appendix 2
- Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.
- These forms should be completed via EVOLVE and sent to the Head Teacher for confirmation at least one week before the trip.
- A detailed itinerary for the trip should be completed and should include:
Times of trains / buses that are being travelled on;
Route which children are walking;
Name, address, phone number and map of nearest primary school, police station and hospital.
- Special medical requirements of the children should be known and catered for. Check that First Aid provision is ready and available. Bring class First Aid bag on visit with children's medication in it as well as large green First Aid bag from medical room.
- All adults accompanying the party must be made fully aware of the purpose and itinerary of the trip and of their own area of responsibility. Each helper should have the school mobile number that the group leader is contactable on, the number of the school, a list of all the children on the trip and a list of the children in their group. A short preliminary meeting should take place to inform parents of these issues and to address any other concerns.
- In the case of a residential trip, a preliminary meeting for parents must be arranged to explain the purpose and organisation of the trip, go through any rules and answer any questions or concerns.
- Children should wear high-visibility vests on visits.

On the visit

- The Visit Leader should ensure that wherever possible, access to a coach should be directly from the pavement. Children should wear seatbelts whenever the coach is moving. Whilst travelling in a coach children should behave in a sensible and controlled manner.
- Leading a party on a train:
 - Stand back from the platform
 - All children should stand with their group leader
 - Don't get on the train until everyone is ready
 - The teacher should be the last to board the train, and only release the door once everyone is aboard
 - Stand on the right on escalators
 - Children must be aware of what to do if they are left alone on a platform, or if they are on a train and separated from the party.
- Children must be accompanied to the toilet by one staff member of staff.
- Children must walk along the pavement, towards the inside, with adults on the outside keeping the children away from traffic. There must also be one adult leading at the front, and another following at the rear.
- When crossing a road, 2 adults must block the traffic on each side of the road and indicate to children when it is safe to cross.
- Visit Leader to do 'head counts' before you leave school, getting on and off transport and when you leave a venue

Parent Volunteers

- Parents are expected to read and follow the 'Guidelines for Helpers on Educational Visits'. See Appendix 3
- Parents are there to support the Visit Leader on visits and are expected to act in an appropriate manner at all times.
- The Visit Leader will meet with the parent volunteers to share the itinerary of the visit with them.
- Parent volunteers will have a group of children to oversee, which will not include their own child. Parents are to ensure that children follow instructions and inform the Visit Leader of any behaviour concerns or child protection concerns.
- Parents are not to use personal mobile phones on visits.
- Parents are not to smoke in front of children on visits.
- Parents are not to buy souvenirs, sweets etc. for their child or any other children.

The Educational Visits Coordinator (EVC) is Claire Burns, 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, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

6. Staff Competence and ratios

On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Head Teacher.

The Statutory Framework for the Early Years Foundation Stage (available on EVOLVE) no longer differentiates between outings and on-site settings as regards minimum specified ratios.

For all other visits the visit leader, EVC and Head Teacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- The type, level, and duration of activity.
- The nature / requirements of individuals within the group, including those with additional needs.
- The experience and competence of staff and other adults.
- The venue, time of year and prevailing/predicted conditions, if applicable.
- The contingency, or 'Plan B' options.

A visit must not go ahead where either the visit leader, EVC, or Head Teacher is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

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 Head Teacher 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.

7. First Aid

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment.

General 'life experience', or a 3 hour non-assessed 'Basic Skills' course is suitable for routine urban visits. However the nature of the visit may indicate that a higher level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed. Based on the nature of the particular visit, the EVC should make a professional judgement regarding the level of first aid required.

For EYFS outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.

8. 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 4). All staff on visits are familiar with this plan.

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 local authority.

9. Educational Visits Checklist

Emmanuel Church of England's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. A visit should only go ahead if the answer to all relevant questions is 'YES'. See Appendix 5.

10. Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

Specific parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents via letter so that consent is given on a 'fully informed' basis.

11. Inclusion

We comply with the Equality Act 2010 and as such, make reasonable adjustments for SEN/D children where necessary. Before the visit, the venue is contacted by the class teacher or Inclusion Leader to explain any SEN/D and to ensure that reasonable adjustments can be made to any workshops or tours. In addition, children will be prepared for any trip in advance through the use of a visual plan of the day. The adult to child ratio is planned for carefully to ensure the safety of all children is paramount.

12. Insurance

In most circumstances, off-site activities will be regarded as 'usual activities' so schools will not be required to make additional insurance arrangements for public and employer's liability.

Camden does not provide school journey travel insurance. School/Centres are responsible for arranging this. Schools/centres should contact the SJA (School Journey Association) at <http://sjatours.org/> to purchase the applicable insurance. This is obligatory for overseas visits and for visits involving adventurous or high risk activities. It is also advisable for visits where cover is needed for loss or damage to personal effects, cancellation or delay, or loss of prepaid accommodation or transportation.

The policy should include cover such as:

- Cancellation, delays, other expenses e.g. loss of deposits, additional travel and accommodation costs
- Medical and Associated Expenses
- Personal Effects and Money

Insurance is not usually required for visits that are NOT:

- (a) Overseas
- (b) Residential
- (c) Involving an adventurous activity as defined in Section 17

13. Spending Money

It is school policy that children do not take money on trips, with the exception of the residential weeks. However, class teachers can buy relevant souvenirs for the class.

14. Legal Context and Duty of Care

It is the governors' responsibility to establish policies and procedures and to monitor their implementation. It is the responsibility of the Head teacher to ensure the proper management of all school journeys and off-site activities in accordance with these policies and procedures.

The legal liability of an individual teacher or Head teacher for an injury which is sustained by a pupil on an outing, depends whether or not the injury is a direct result of some proven negligence or failure to fulfil **duty of care** on the part of the teacher or Head teacher.

The standard of care required of a teacher is that which can be reasonably expected from teachers generally applying skill and awareness of children's ages, needs and abilities. The law expects that a teacher will do that which a parent with care and concern for the safety and welfare of their own child would do, bearing in mind responsibility for a group of pupils.

The duty of care includes a duty to anticipate risks and to manage these risks having regard to their own safety and that of those in their care. To this end all teachers are expected to visit the site/museum beforehand and to undertake a risk assessment, which is uploaded via EVOLVE.

Policy reviewed	February 2017
Agreed review schedule	3 yearly
Next review due	February 2020
Reviewed by (signature)	

Flick Rea, Chair of FAC

Kathryn Fitzsimmons, Head Teacher

Date

Appendix 1 – School Learning Area

General

Visits/activities within the ‘School Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- Do not require parental consent
- Do not normally need additional risk assessments (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular, eg swimming lessons
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area includes, but is not limited to, the following frequently used venues:

- Travelling between Alpha and Omega Buildings
- The site area behind the MUGA
- Emmanuel Church of England Church
- West Hampstead Library
- West Hampstead Thameslink, Overground and Tube Station
- Beckford Primary School
- Fortune Green Play Area
- O2 Centre, Finchley Road
- Swiss Cottage Swimming Pool

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- 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:

- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group 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.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- 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 school mobile 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)

Appendix 2

Emmanuel Primary School



THANK YOU VERY MUCH FOR
GIVING UP YOUR TIME
TODAY!

GUIDE FOR HELPERS ON EDUCATIONAL VISITS.

Thank you for agreeing to accompany xxxxxx class today on our educational visit to xxxxxxxxx.

We appreciate your time and support for the school.

In the event of an emergency, please alert the class teacher immediately. She will contact the school and other relevant parties.
(School office - 020 7431 7984)

The children in your group are:

Travel arrangements are as follows:

Please follow these important guidelines when travelling on public transport:

- Count the children in your group as you get on and off the bus or tube.
- Keep the children in your group as close to you as possible and within your eyesight all the time.
- Continually remind the children to sit quietly ("use quiet voices") and sensibly- not disturbing other passengers.
- If a child has to sit next to a stranger, please keep your eye on them
- When disembarking, keep the children in your group right next to you and lead them to a safe and calm place designated by the teacher (eg. "backs against a wall") so that the whole class can be counted quickly.

You are responsible for the children in your group and their belongings ALL DAY. In order to keep them safe:

- Please keep the children in your group in your eyesight at all times. Keep counting them.
- Please support your class teacher by encouraging children to be silent when the teacher is talking. Please also listen to any instructions given by the teacher and reiterate them to the children.
- Please be sure to always walk on the road side of the pavement.
- Keep reminding the children in your group to walk quickly and sensibly, not leaving gaps between the children in front of them.

- Please ensure that your mobile phone is switched off as when using it you will not be completely focused on the children in your care.
- If you absolutely have to leave your group, be sure to alert the teacher so that s/he can organise someone else to watch the children in your group.
- Please ensure that no rubbish is left anywhere.

Please do not:

- Buy sweets, ice creams or any other snack for any of the children;
- Eat crisps or drink fizzy drinks in front of the children- we promote healthy eating at Emmanuel.
- Smoke or drink any hot drinks in the presence of the children;
- Leave your group to go to smoke, make a telephone call or buy a drink or snack.

~ **Parents are not allowed to accompany children to the toilets. This should be done by an appointed member of staff.** ~

The children's safety and well-being is our priority. For this reason, any volunteers not following these guidelines will be unable to help on future trips.

Appendix 4

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 office).
2. This nominated base contact will either be an experienced member of the senior management 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 leadership 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 visit 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. For visits that take place outside the School Learning Area, the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)

Appendix 5

Emmanuel Church of England Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'.



	Yes	No
In advance of the visit:		
Have the intended outcomes of the visit been clearly identified?		
Is the visit appropriate to the age, ability and aptitude of the group?		
Has there been suitable progression/preparation for participants prior to the visit?		
Does the visit comply with any guidelines specific to your Establishment?		
Does the visit comply with any specific LA guidelines? (see relevant sections)		
If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA?		
If using an external provider or tour operator, does the provider hold an LOfC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'?		
Are transport arrangements suitable and satisfactory?		
If residential, have appropriate measure been taken to ensure the suitability of accommodation?		
If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?		
Has a pre-visit taken place? (<u>normal</u> procedure for most visits within the UK). If not, have appropriate additional checks been made?		
Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).		
Have any adult helpers (<u>non LA</u> employees) been approved by the Head of Establishment as to their suitability?		
Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?		
Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?		
Are all support staff aware of and comfortable with their roles?		
Are all helpers aware of and comfortable with their roles?		
If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form)		
Is insurance cover adequate?		
Does at least one member of staff know the participants that are being taken away, including any behavioural traits?		
Have participants been advised in advance about expectations for their behaviour? If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?		
Are participants aware of the nature and purpose of the visit?		
Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained?		
Have all relevant details been issued? (e.g. itinerary, kit lists, etc.?)		
Are staff aware of any medical needs and/or other relevant details of participants?		
Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?		
Are staff aware of any relevant medical conditions of other staff/helpers within the group?		

Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?		
Is a first aid kit (appropriate to the visit) available?		
Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained?		
For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?		
Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)?		
Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency?		
Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary?		
If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit?		
A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?		
Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?		
Does any specialist equipment conform to the standards recommended by responsible agencies?		
Have all financial matters been dealt with appropriately?		
Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)?		
If residential, overseas or involving adventurous activities, has the visit been approved by the LA?		
During the visit		
Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours?		
Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)?		
Do staff have sufficient funds to allow for any contingencies?		
Do staff have any relevant literature, work sheets, clipboards, etc.?		
Do staff have other items, e.g. first aid kit, + sick bags, litter sack, etc., if needed?		
Are participant numbers being checked at appropriate times?		
Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?		
Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.)		
Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively?		
If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet?		
Do participants know what action they should take if they become separated from the group?		
Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?		

At the end of the visit		
Are appropriate arrangements in force for the dismissal of participants?		
Has the Visit Leader reported back to the Educational Visits Coordinator?		
Has the group been debriefed and any relevant follow-up work completed?		
Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc?		
Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?		
Have all staff and helpers involved in the visit been thanked for their input?		

