



Diocese of Chelmsford Vine Schools Trust

The Diocese of Chelmsford

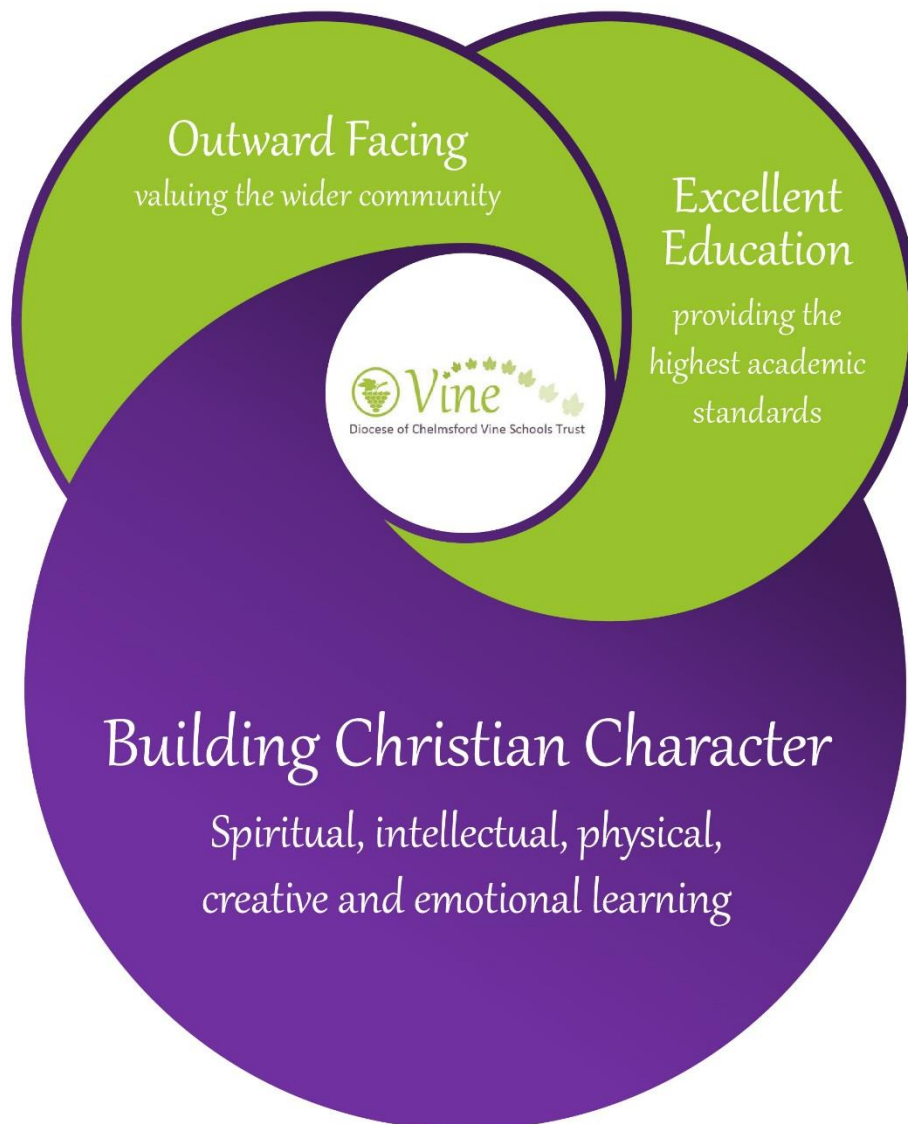
Vine Schools Trust

Educational Visits Policy



This policy is a model policy that must be reviewed and customised by each Vine Academy.

Our Vision and Values



POLICY FOR: Bulphan C of E Academy

TAPPROVED BY GOVERNORS: September 2020

POLICY TO BE REVIEWED: September 2023

Responsibility for offsite visits (possibly EVC, or deputy head)	<i>Gemma Harris</i>
Other Policies Related	<i>Child protection, finance, health and safety, DfE H&S advice on legal duties & powers</i>
Other Paperwork Attached (appendix)	<i>a- Preliminary Visits form b- Parental consent forms c- Visit Leader Check List d- Emergency procedures action plan</i>

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1 Introduction

- 1.1 The Diocese of Chelmsford Vine Schools Trust has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Bulphan Academy reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.
 - 1.2 The Diocese of Chelmsford Vine Schools Trust has delegated the day to day operation of off site visits to the Local Governing Body of Bulphan Academy who may in turn delegate aspects of this to a named senior member of staff.
- Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom*. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.) see website link : www.oeapng.info/
 - The remaining parts should be referred to as and when guidance is sought.
 - **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

2 Reasons for Visits

- 2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.
- 2.2 All activities must have a clearly defined educational purpose and 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 the children at Bulphan Academy, we offer a range of educational visits and other activities that add to what they learn at school.

3 Visits and curriculum links

- 3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.
- 3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LA: e.g.
 - English – theatre visits, visits by authors, poets and theatre groups;
 - Science – use of the school grounds, visits to local woods and parks;
 - Mathematics – use of shape and number trails in the local environment;
 - History – castle visits, study of local housing patterns, museums;
 - Geography – use of the locality for fieldwork, field work further away
 - Art and design – art gallery visits, use of the locality;
 - PE – range of sporting fixtures, extra-curricular activities;
 - Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
 - Design and technology – work with local secondary schools;
 - ICT – its use in local shops/libraries/secondary schools etc;
 - RE – visits to centres of worship, visits by local clergy.

NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.

4 Gaining approval for a trip

4.1 Local Governors

- 4.1.1 As part of their responsibility for the general conduct for the school, the Local Governing Body has adopted this policy for the effective and safe management of educational visits.
- 4.1.2 The LGB must approve any visit involving an Overnight stay or Overseas. The LGB delegate the Headteacher / EVC the responsibility to approve all other visits.
The Governors have adopted the Vine charging and remissions policy: Further guidance can be found at: www.oeapng.info (3.2c-Charges-for-off-site-activity-final)

4.2 The Headteacher/ EVC or Senior Leader within the Vine Trust

(Senior leader approved by Head to deputise in the absence of Head/EVC)

- 4.2.2 The EVC is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- 4.2.3 Should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- 4.2.4 Should ensure the suitability of all staff appointed to the visit.
- 4.2.5 Should ensure that the visit leader fully understands his/her responsibilities.
- 4.2.6 Should implement effective emergency contact arrangements.
- 4.2.7 Should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- 4.2.8 Should have a system in place to record, audit and monitor school off-site visits. This can come in the form of Online Evolve for trips where coach travel is needed and groups are travelling. However for regular sporting and church visits schools can use the one page EV form. (see appendix 1)
- 4.2.9 An electronic submission process EVOLVE is used to log, audit and approve the following:

Overseas	approval by	LA and LGB
Residential	approval by	EVC, Head and LGB
		(LA approval needed if venue does not hold LOTC approval)
Adventurous	approval by	EVC
Local	approval by	EVC

5 Choosing a provider

- 5.1 After considering the reasons for the visit, the visit leader should check out the provider.
www.oeapng.info (4.4h-Preliminary-visits-and-provider-assurances)
- 5.2 On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOTC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

6 Parental Consent

OEAP National Guidance Document www.oeapng.info 4.3d-Parental-Consent

- 6.1 The OEAP guidance reflects the DfE guidance with particular note consent is NOT required:
- 6.2 Parental consent to off-site activities.
 - 6.2.1 Written consent from parents is not required (however, it is considered good practice to gain consent) for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school

hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

- 6.3 Please note the DfE form for obtaining consent for Adventurous, Residential, Overseas, or visits outside normal school hours:

<http://media.education.gov.uk/assets/files/doc/d/dfе%20consent%20form.doc>

7 Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

- 7.1 Complete Visit leader checklist can be found at: www.oeapng.info (3.3e-Visit-Leader-Check-List)
- 7.2 The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.
- 7.3 It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. For Risk Assessment guidance see www.oeapng.info (4.3g Risk Management)

8 The visit

Before leaving School

- 8.1 On the day - leave in the school office:
- 8.1.1 An accurate list of children present and going on visit.
 - 8.1.2 Full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
 - 8.1.3 The itinerary for the entire day.
 - 8.1.4 A copy of the written briefing notes for the escorts.
 - 8.1.5 Copies of Emergency / Critical Incident cards
- 8.2 Check children out of classroom to ensure bags, lunchboxes and all required equipment is taken.
- 8.3 Take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- 8.4 Copies of Emergency / Critical Incident cards given to all leaders.

During the visit

- 8.5 Young Children must be kept in escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place. (e.g. Yr 11 working in groups of 4 minimum – responsibility to support each-other may be suitable and sufficient for a delimited area in a town centre.)
- 8.6 There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.
- 8.7 Courtesy to the public must be shown at all times, care taken not to block pathways, etc.
- 8.8 Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.
- 8.9 Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

On return

- 8.10 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or agreed adult.

- 8.11 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

9 Financing the visit

9.1 When stating the cost for each individual:

- 9.1.1 Explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the Vine / School policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.
- 9.1.2 School should receive funds through their cashless system.
- 9.1.3 Schools must offer an instalment payment system.
- 9.1.4 A formal approval from the HT / School Finance Manager must be sought before deposits are paid.

10 Insurance

10.1 Introduction

- 10.1.1 Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.
- 10.1.2 The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from the Vine, LA, school or professional association which is pertinent to their own circumstances.

10.2 Personal

- 10.2.1 The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].
- 10.2.2 In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.
- 10.2.3 There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

10.3 Indemnity

- 10.3.1 Please see reference to parental Consent : - OEAP National Guidance Document www.oeapng.info (4.3d-Parental-Consent)
DfE Document : See EVOLVE – Resources – DfE Tab H&S Advice from DfE 2014

10.4 Provision

- 10.4.1 Teachers should be aware of the school provision for insurance. Some Schools in the Vine Trust are covered by the RPA (Risk Protection Arrangement) but clarification should be made in advance of booking excursions.

11 Transport

See School Transport Policy -

- 11.1 Also see guidance from OEAP NG - www.oeapng.info.pdf (4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars)

12 Emergency / Critical Incident Procedures

- 12.1 See OEAP National Guidance document : <http://oeapng.info> (1a-Critical-Incident-Management-Employer)
- 12.2 All leaders must carry the school's 'Critical Incident form' (z Cards)– With Emergency Telephone contacts and action plan should an incident happen OR a copy of the off-site Risk assessment which has critical incident contact numbers attached.
- 12.3 On return, the visit leader must comply with the school's normal accident reporting procedures.

13 Monitoring and Evaluation

- 13.1 After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.
- 13.2 Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team

14 Review

- 14.1 This policy will be reviewed every three years.
- 14.2 Next Review Summer 2023.

Preliminary Visits and Provider Assurances

When planning an offsite visit, you should thoroughly research the suitability of the venue and check that facilities and third party provision will meet your group's expectations. Such information gathering is essential in assessing how you will be able to supervise the young people effectively. It is a vital dimension of risk benefit management.

Researching the Venue: Provider Assurance Schemes

Where a preliminary visit is not reasonably practicable, you should consider how you will gather sufficient information to make an adequate assessment of the risk benefit management issues. One way to do this is to take advantage of the nationally accredited provider assurance schemes that are now available. This will also reduce your workload and streamline bureaucracy.

Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety).
- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme only covers the safety of certain activities).
- Adventuremark (only covers safety).
- NGB centre approval schemes (applicable where the only provision is a single, specialist activity).

If the provider holds such an accreditation, there should be no need to seek further assurances about the areas that it covers. However, you should still check whether the provider's ethos matches your expectations, and whether its provision meets the needs of your group, including those of individuals with particular needs. You should also clarify expectations about issues such as supervision and 'down time'.

Researching the Venue: Preliminary Visit

While the wide availability of web sites, ease of communication through electronic mailing and establishment of the LOtC Quality Badge scheme all have an important part to play in information gathering, there can be no substitute for a preliminary visit. This will back up research and enable you to clarify issues face to face. So, wherever reasonably practicable, it is good practice to carry out a preliminary visit. The cost of this can be built into the pricing structure of the visit.

Preliminary visits enable the Visit Leader to address the following questions:

- Will the venue be suitable to meet the planned aims and objectives of the visit?
- What will be your options if the conditions of daylight, water level, temperature and weather, or under-foot conditions, differ significantly from the pre visit?
- Do you have sufficient knowledge and understanding of the venue and activities to feel confident when visit planning?
- Is there sufficient familiarity with the venue to enable risk-benefit management issues to be addressed?
- Will the venue be able to cater for the full range of group needs, including any special needs?
- Will the group need any specialist equipment?
- Are there any staff training needs?
- Will young people need to be prepared or trained?

In addition, if using a provider:

- Is there a clear understanding with any provider about responsibility for supervision and duty of care?
- What are the respective roles of provider staff and your staff?
- What are the expectations for supervision and 'down time'?
- What are the values and ethos of the provider?
- What is the provision for any special needs?
- How flexible is the programme to meet changing circumstances?
- To what extent will you be able to involve the provider in evaluation of the visit's learning objectives?

Researching the Venue: Other Options

In the absence of the credible assurances as set out above, the Visit Leader should seek information from colleagues and other similar groups that have recently visited the venue, as well as make contact with reputable organisations such as tourist boards.

Parental Consent

Consent forms are often used as a means to get updated information about medical issues, food allergies etc. for young people. It is essential to ensure that this information is available: each establishment should have some means of providing relevant information to activity/visit leaders.

Schools are not required to obtain written consent from parents for pupils to take part in off-site activities that take place during school hours (with the exception of nursery age children). For those that take place outside school hours, the Department for Education (DfE) has prepared a one-off consent form to be signed by the parent(s) (or those with parental authority) on enrolment of their child in a school. A similar form could be used for other establishments such as youth groups, or at the start of programmes for young people. This would cover all types of visits and activities routinely organised by the establishment or which are part of the programme, for which information has been given (perhaps in the establishment's prospectus or programme details). The form is available on the DfE website for establishments to adopt and adapt as appropriate, at

<http://media.education.gov.uk/assets/files/doc/d/dfef%20consent%20form.doc>

Such 'blanket consent' is appropriate, alongside generic risk assessments and establishment policies and procedures, as a means of reducing the paperwork associated with routine activities and visits – see "The Radar". It remains good practice to inform parents that a visit or activity is to take place (and this may be a useful opportunity to remind them if they have given consent, and to give them an opportunity to withdraw it). Residential visits, adventurous activities or activities for which a charge is made will need specific informed consent, including agreement to any payment or cancellation terms.

Parents have a right to withdraw their children from Religious Education lessons and from collective acts of worship, but not from the National Curriculum. This means that parents do not necessarily have the right to withdraw their child from a visit to a place of worship if this visit forms part of the school's delivery of the National Curriculum. It is therefore important for visit leaders to be clear about the purpose of visiting a place of worship, and about the wider personal, social and cultural benefits of such visits, thus seeking to discourage withdrawal. The Learning Outside the Classroom website includes a useful document on the

benefits of visiting sacred spaces, and examples of good practice, at www.lotc.org.uk/wp-content/uploads/2011/03/Sacred-Spaces-PDF.pdf

Visit Leader Check List

I have met all requirements of my employer's and my establishment's policies relevant to the visit.

I am confident to lead the visit and have the specific competence to do so, and have been judged so by my head / manager in line with my employer's requirements.

I have planned and prepared for the visit, involving staff and young people in the planning and risk management process to ensure wider understanding.

I have kept my EVC informed at each stage of the planning process.

I have undertaken a preliminary visit if appropriate or required by establishment policy.

I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed a deputy.

I have shared details of 24/7 emergency contacts and emergency arrangements with key staff.

I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers.

I have checked whether insurance arrangements are adequate.

If accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.

Child protection issues are addressed, including DBS checks and processes where appropriate.

I have disseminated relevant information to supporting staff.

There is access to first aid at an appropriate level.

Relevant information has been provided to parents and young people, and pre-visit information meetings have been arranged where appropriate.

All aspects of the visit (both during and after the event) are evaluated.

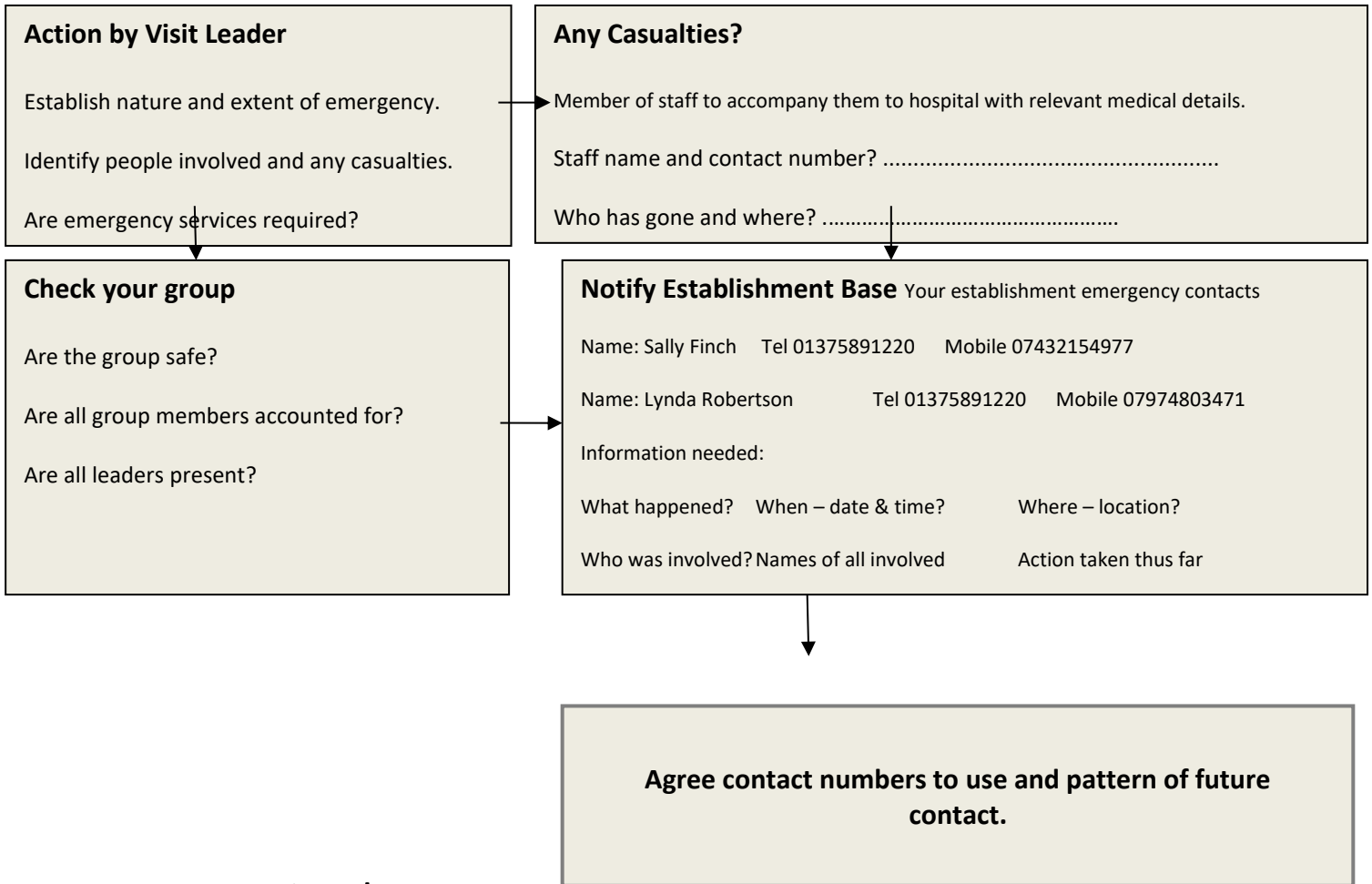
Staff and other supervisors have been appropriately briefed on:

1. the nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities.
2. the nature and location of the visit.

The visit is effectively supervised - staffing ratios meet requirements as determined by the EVC and trip party leader.

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by

Establishment

