

The Richmond School Educational Visits Policy

September 2020

Review as necessary and keep up to date

Appendix 4 details the current national and local position regarding trips being organised during the COVID-19 pandemic.

Ratified by Governors (date): _____

Signed: _____

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 The Richmond 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. 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, The Richmond School:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have 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.

Types of visit and 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. Eg. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC 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.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. 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.

The Educational Visits Coordinator (EVC) is Ricki Danks, 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 Governing Body's role is that of a 'critical friend'. In their whole-school monitoring role, they oversee educational visits and the process by which trips and visits are approved.

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.

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 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.

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 local authority.

Educational visits checklist

The Richmond School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Parental consent

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

The school obtains blanket consent at the start of each year for certain other routine activities, eg. after school fixtures, etc. Parents have the option of consenting online via EVOLVE, or through a traditional paper consent form.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion

In line with the requirements of the Equality Act 2010, the school makes reasonable adjustments to ensure that as many children as possible are able to attend as many trips and visits as possible.

Charging / funding for visits

Refer to the school's separate Charging Policy.

Transport

The school uses local bus companies to transport children to and from educational visits. A minimum of two quotations are obtained, in order to secure the best price. As far as possible, one adult per trip travels in an appropriately-insured car to ensure that there is a vehicle available for any transport to/from medical facilities should this be necessary during the trip or visit.

Use of staff cars to transport pupils – Refer to the LA's guidance document.

Insurance

Insurance is decided on a trip-by-trip basis, as not all trips and visits require extra insurance. In most instances, the local authority insurance provider is used.

Swimming lessons

Children take part in swimming lessons provided by the local provider (Magna Vitae at the time of writing this policy) on a rolling programme. As per the conditions of these lessons, the school and its staff are responsible for:

- Supervising children during changing before and after lessons.
- Remaining poolside to support children in a pastoral / behavioural role during the lesson.
- Notifying instructors of any specific special needs and/or disabilities which may affect children's swimming abilities.
- Recording pupils' achievements.

Please read the 'School Swimming Lessons Service Level Agreement' for a full breakdown of school and provider responsibilities.

Dismissal of pupils after evening activities

When dismissing children from after school / evening / weekend activities, staff should ensure that a responsible person collects each child, unless explicit and informed permission is granted by parents and carers before the activity that the individual child is allowed to walk home alone.

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:

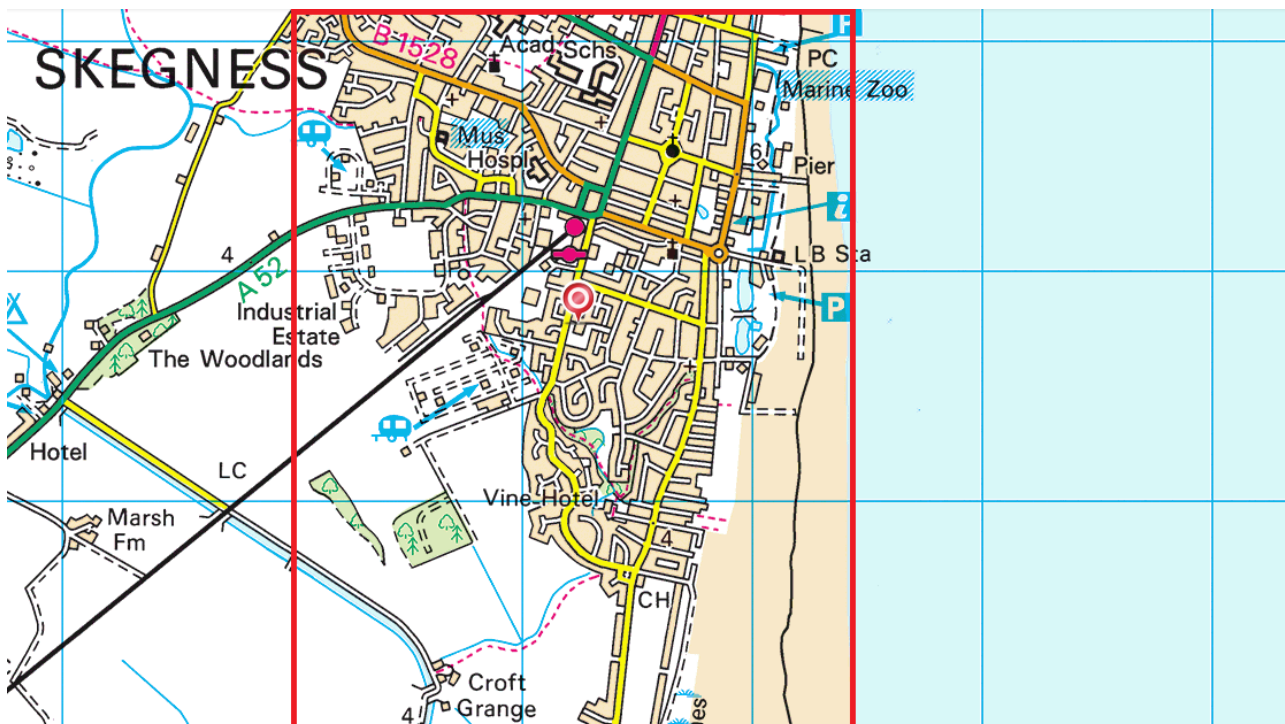
- do not require parental consent, as long as generic consent has already been obtained.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE in order to ensure that there is a record of these activities.

Boundaries

The boundaries of the School Learning Area are shown on the map below. It includes, but is not limited to, the following frequently used venues:

- The Embassy (Magna Vitae) swimming pool
- The Embassy Centre
- The Vine Hotel
- Natureland
- Wainfleet Road playing fields
- Skegness Academy
- Skegness Grammar School
- The Aquarium
- 'The Village' - Church Farm Museum
- local churches

This area **excludes** direct sea-front and beach access.



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).
- Water – especially on and near the sea front.

These are managed by a combination of the following:

- The Head must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff will be collated maintained by the EVC and office.
- The concept and 'Operating Procedure' of the 'School Learning Area' is explained to all parents and carers through the generic permission granted for these activities.
- There will normally be a minimum of two adults for each group of up to 30 children.
- Staff are familiar with the area, including any 'no go areas' (such as the sea-front and beach), and have practised appropriate group management techniques.
- Pupils have been trained and have practised standard techniques for road crossings in a group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group, i.e. return in pairs to school using officially marked pelican, puffin, toucan and zebra crossings.
- 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 (eg gloves, goggles).

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 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).
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3 – Purchase Order for Educational Visits (exemplar) including Educational Visits Flowchart

EDUCATIONAL VISIT PURCHASE ORDER REQUISITION

Venue:

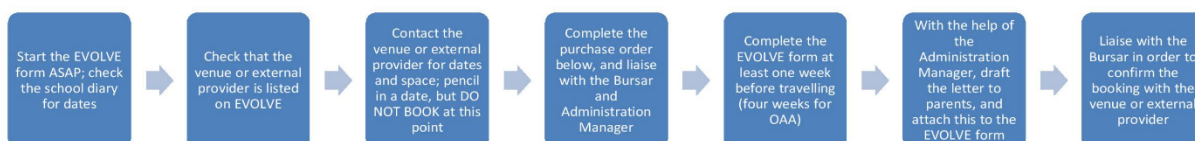
Purchase Order No:

Post Code:

Requisition Number:

Requested By:

Date:



Date of Travel:

Time of Arrival at Venue:

Time of Departure from Venue:

Year Group(s) Travelling:

Age of Youngest Child:

Number of Children:

Required Age:Adult Ratio:

Number of Adults:

Do not include higher-needs children, or the adults travelling with them; these should be listed below, as they are not counted in the age:adult ratio above.

Name of Higher-Needs Child	Name of Accompanying Adult

OFFICE USE

Transport Company:

Departure Time from School:

Arrival Time at Venue:

Departure Time from Venue:

Arrival Time at School:

Authorised by:

Appendix 4 – COVID-19 (as of 17.9.2020)

1. Headlines

<p>Trips organised and undertaken between 1st Sept - 31st Dec 2020</p>	<p>You can book and run:</p> <ul style="list-style-type: none"> • Day trips to parks, museums, forests etc., so long as they are COVID secure. • Book day adventurous activities (onsite & offsite). • Curriculum day trips to venues such as Field Studies Council centres <p>You cannot:</p> <ul style="list-style-type: none"> • Undertake residential activities. This includes, camping, hotels, youth hostels or staying overnight on the school site. • Overseas trips
<p>Trips organised and undertaken between 31st Dec 2020 and beyond</p>	<p>You can book: As above</p> <p>You cannot:</p> <ul style="list-style-type: none"> • Book any residential trips as the booking may not be insured for cancellation and the money may be lost in the event of the trip not taking place <p>Paused:</p> <ul style="list-style-type: none"> • Overseas Residential Trips – no new bookings to be made until further guidance given.

Although we have reviewed the guidance and headlined above the attached should be read in conjunction with:

- Employer Visits Policy
- [National Guidance 4.4k Coronavirus \(4.4k\(Cym\) Coronafeirws\)](#)
- [DfE Guidance for full opening of schools](#)
- [FAQs \(EVOLVE Advice\)](#)

2. Insurance

Residential and Overseas trips booked now may not be insured against cancellation. If the trip takes place, insurance will cover incidents but may not pay back money if cancelled. You should enquire if a provider has a money back guarantee prior to booking.

3. Transport

Regardless of the method of transport, masks should be worn by all over 11 years old.

3.1 Public transport

Trains are ok outside of peak times, services buses/rail replacement buses are not advisable.

3.2 Coaches

One vehicle one bubble, properly seat belted vehicles for this provision.

3.3 Minibuses

You should open windows to create fresh air. The staff will be driving or in the front seats and as such will be at least 1meter from students. Ideally this should be a bubble group.

4. Local Learning Area & Rule of 6

4.1 Trips in your local learning area are encouraged, please ensure you have the policy ([found here](#)) adapted and shared with staff

4.2 The rule of 6 introduced by the government does not currently apply to school trips

5. Duke of Edinburgh Award

The Duke of Edinburgh Award have updated their guidance due to Covid

- <https://www.dofe.org/dofewithadifference/expedition-flexibilities>:

"Whilst campsites remain closed and shared indoor accommodation may not be available (or your centre may not allow their use), teams at all Award levels will be allowed to return home to sleep during their expedition. They should, however, still plan and cook their meals as a team, and of course meet the minimum hours of planned activity during each day."

6. EVOLVE

All trips (except local learning area) must be entered onto EVOLVE with as much notice as possible. This data may be very useful.

7. Useful links

[EVOLVE Login](#)

[OEAP National Guidance](#)

[DfE Health and Safety on Educational Visits](#)

[Learning through landscapes lesson plans](#)