



DURANTS SCHOOL – POLICY DOCUMENT

Educational Visits

April 2020

Reviewed & updated: April 2020 (Karly Barker)

Next review date: April 2023

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 Durants 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 practicing 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, *Durants 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 and on the school Server).
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 school policy (ie this document), 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 visit:

- 1. Visits/activities within the ‘Local Area’ that are part of the normal curriculum and take place during the normal school day.**
These follow the ‘Local Area’ Operating Procedure (Appendix 1).
- 2. Other non-residential visits within the UK that do not involve an adventurous activity.**
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.**
As above, but the Head authorises and then submits 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 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 *Karly Barker*, 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 all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body’s role is that of a ‘critical friend’ *and will be kept well informed of any educational visits that require recording on EVOLVE. They may act as an emergency contact for some visits, particularly those overseas.*

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.

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- 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.

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

Durants School’s Educational Visits Checklist forms part of the risk management process for visits and off-site activities. 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’. *Durants School’s* Educational Visits Checklist may be downloaded from EVOLVE Resources or OEAP National Guidance, both will be available from the EVC.

Parental Consent

Consistent consent is not required for activities undertaken within the local area and that forms part of the normal curriculum during normal school time. The school obtains blanket consent at the start of each academic year for out and about sessions in the local community.

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

Inclusion

Activities should be available and accessible to all, irrespective of special Educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

The principles of inclusion should be promoted and addressed in policy and practice, ensuring:

- an entitlement to participate.
- accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- integration through participation with peers

Care should be taken not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent pupils of certain religions being able to attend. (OEAP – National Guidance)

Transport

If a school mini bus is used for an educational visit, only authorised staff who have had a mini bus assessment, medical and are over 25 are permitted to drive the bus.

All drivers must have read Durants School mini bus policy and signed the declaration. This must be carried out by each individual driver annually.

All drivers must comply with the vehicle checks which must be completed before any journey and certain documentation completed post journey. This is detailed in the Durants mini bus policy.

Durants must have a copy of all staff drivers licence (card and counter part).

Use of staff cars to transport pupils – *Staff who are willing to transport pupils in their own vehicle must have business insurance on their own personal insurance policy. The staff member must sign a joint agreement with the Head Teacher. Durants also seek consent from the parents who must sign an agreement to this arrangement.*

Insurance

Durants Schools buys School journey insurance cover from the LA. Travel insurance may be necessary for overseas trips.

Medical Needs

Durants encourage pupils with medical needs to participate in safely managed visits. For guidance on how to safely support and manage pupils with medical needs on educational visits, please refer to Appendix 3.

Appendix 1 – Local area visits

General

Visits/activities within the 'Local Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- require parental consent at the beginning of the year, some trips may require additional consent, especially if it is an all day trip or if a contribution is required.
- Always require a risk assessment
- Do not need to be recorded on EVOLVE

Operating Procedure for outings in the Local Area

The following are potentially significant issues/hazards within our local 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).
- Behaviour of pupils/general public

These are managed by a combination of the following:

- The Head, Deputy or a member of Senior management must give verbal approval and sign the class risk assessment before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure on out and about sessions in the local area are 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.
- 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. *Consider adopting (or adapting) the 'Signing-out sheet' in EVOLVE Resources/Forms.*
- 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) *If you have a local issue, eg. with drug needles, etc, in any area, then you can mark that bit as no-go, or add here how you will educate the pupils to deal with it – it is their home after all, so they need to be able to cope with it!*

Appendix 2 – Emergency Procedure

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

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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 Enfield, 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. Both will be available from the EVC.

Appendix 3 - Guidance on medication and educational visits:

Staff must recognise when reasonable adjustments may have to be put into place to enable pupils with medical needs to participate fully and safely on visits. This might include reviewing and revising policies and procedures and may also include individual risk assessments for such children.

Sometimes additional safety measures may need to be taken for outside visits. It may be that an additional supervisor might be needed to accompany a particular child. Arrangements for taking any necessary medicines will also need to be taken into consideration. Staff supervising excursions should always be aware of any medical needs, and relevant emergency procedures. A copy of any health care plans must be taken on visits in the event of the information being needed in an emergency.

A first aid travel bag must always be taken out on an offsite trip.

If staff are concerned about whether they can provide for a child's safety, or the safety of other children on a visit, they should discuss this with a member of SMT immediately.

Medication administration on school trips

- Staff administering medication on a school trip will have completed relevant training and competency assessment.
- A copy of the child's care plan should be reviewed prior to the school trip to ensure instructions on the original packaging are correct. This will include emergency medication and actions to take in an emergency.
- On return from the school trip the medication chart should be completed.
- Medication should only be transported in the original packaging with original label containing the child's details and details of the medication.
- Liquid medicines may be sent as a drawn up single dose of medication, clearly labelled rather than sending whole bottle of medicine on trip.
- Only Registered Nurses who have completed training in line with the WHCT
- Transcribing Policy will label syringes of medicine, as this equates to transcribing.

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- The label must include the name of the child, name of medication, dose, time & route to be given, and drawn up in the presence of the person who will be administering the medication. The person who administers the medication must sign the drug chart either on the trip or on return.
- Syringe caps will be used to ensure that there is no loss during transport.
- In the absence of a transcriber being available, the whole bottle of medicine will be taken out on a trip (with appropriate equipment to measure and administer a dose)
- Medication should be held in a fastened bag by school staff and not left unattended.

When sending CD's out for trips

- Medication should be stored in a fastened bag by school staff during the trip but
- returned to safe locked storage within school on return and recorded on the CD record.
- **Residential trips**
- Specific guidance for residential school trips will be available from special school nurse Team Leader dependant on location and duration of the trip.
- Medication should always be transported in original packaging as stated above.
- In the event of medication needing to be left within a residential setting, ideally a locked cupboard should be used for storage or a lockable bag/ case. This lockable device can also be used to store relevant care plans and drug administration documentation. This will reduce risk of medication theft or loss and will protect personal data within labelling and administration charts.
- Arrangements & agreement between education staff & parents and school nurse should be sought prior to the residential trip.