

Juniper

# Grange Primary School



## Educational Visits Policy

Updated:

Autumn 2024

To be reviewed:

Autumn 2026

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# 1 Introduction

1.1 The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Grange Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- *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/](http://www.oeapng.info/)

The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) The 8 key points addressed in this document have been embedded in this policy

- **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 Grange Primary School, 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 LEA: 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.**

- **Gaining approval for a trip**

#### 4.1 **Governors**

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors may approve any visit involving an Overnight stay or Overseas Visit. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits including Local Area Visits

The Governors have adopted a charging and remissions policy:  
[www.oeapng.info](http://www.oeapng.info) 3.2c-Charges-for-off-site-activity-final

#### 4.2 **The Headteacher or EVC**

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 8)

4.2.2 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.

An electronic submission process **EVOLVE** is used to log, audit, approve the following:

|                           |                                   |              |
|---------------------------|-----------------------------------|--------------|
| Overseas                  | <b>Yes</b> and formal approval by | EVC and Head |
| Residential               | <b>Yes</b> and formal approval by | EVC and Head |
| Adventurous               | <b>Yes</b> and formal approval by | EVC and Head |
| Day Visits with transport | <b>Yes</b> and formal approval by | EVC / Head   |
| Local Area Visit          | <b>Yes</b> and verbal approval by | EVC / Head   |

## 5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider. See Section

[www.oeapng.info/](http://www.oeapng.info/) 4.4f 4.4g and 4.4h- Note the need to check on insurance / Ts & Cs / LOtCQB etc.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 3 )

## 6 Parental Consent :

OEAP National Guidance Document

[www.oeapng.info](http://www.oeapng.info/) 4.3d-Parental-Consent

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 2 )

When to get consent from parents:

Parental consent to off-site activities: Written consent from parents is not required 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.

## 7 Visits and staffing

### CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist :

[www.oeapng.info](http://www.oeapng.info/) 3.3e-Visit-Leader-Check-List and 3.4k Visit or Activity Leader

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.

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](http://www.oeapng.info/) 4.3g Risk Management

### Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

### Visit Leader Training

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. A [Juniper Education online learning module](#) is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity. (See EVOLVE Homepage for more details) This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

## **8 The visit**

### **8.1 On the day**

Leave in the school office:

- an amended list of children attending and going on visit.
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.
- All adults attending have an Emergency contact card with school details and phone numbers of school staff.

### **8.2 During the visit**

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.)

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.

Courtesy to the public must be shown at all times, care taken not to block pathways, etc. 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.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

### **8.3 On return**

8.3.1 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 neighbour.

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

## **9 Financing the visit**

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's 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. Payment to be made on School Money

Some visits may incur vast amounts of money (example ski trip for 80 students £90,000)  
A formal approval from the SLT / School Finance Manager must be sought before deposits paid.

## **10 Insurance**

### Introduction

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.

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 their LEA, school or professional association which is pertinent to their own circumstances.

### Personal

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].

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. 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.

### Indemnity

Please see reference to parental Consent: -  
OEAP National Guidance Document  
[www.oeapng.info](http://www.oeapng.info) 4.3d-Parental-Consent

## **Insurance Provision**

Teachers should be aware of the school provision for insurance.

## **11 Transport**

### **See School Transport Policy -**

Also see guidance from OEAP NG -

4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars

## **12 Emergency / Critical Incident Procedures**

See OEAP National Guidance document:

<http://oeapng.info> 1a-Critical-Incident-Management-Employer

- All leaders must carry the school's 'Critical Incident form' (z Cards)– With Emergency Telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 6)

### 13 Monitoring and Evaluation

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.

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.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 7)

All links to guidance documents noted should be accessed via the [www.oeapng.info](http://www.oeapng.info) site  
To access the most current advice/guidance. Use the keyword search to locate any document.

|                           |                    |
|---------------------------|--------------------|
| <b>Reviewed:</b>          | <b>Autumn 2022</b> |
| <b>Next revision due:</b> | <b>Autumn 2024</b> |



## Appendix 1 - Extended Learning Locality (Local Area Visit)

### Local Learning Area *(Blue text COVID related)*

Originated from [EVOLVE National Library](#) for any latest updates - September 2020

#### General

Visits/activities within the 'Local 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:

- must be recorded on EVOLVE via the 'Local Area Visit' module. *(Or if not activated: must be recorded on a 'Signing-out' sheet to be left with the office)*
- do not require parental consent. *(State if there are any situations where you would like parents to be informed in advance, eg. via EVOLVE or a slip sent home).*
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

#### Boundaries

The boundaries of the Local Learning Area are shown on the attached map *(optional)*. This area includes, but is not limited to, the following frequently used venues: *e.g.*

- *Stoneydown Park*
- *Stoneydown Library*
- *Hampden Pool and Leisure Centre*
- *The Concorde Shopping Mall*
- *Hampden Forest, up to the boundary with Forest Road*
- *etc.*

#### Operating Procedure for Local Learning Area

*The below is simply a generic risk assessment for these routine activities*

**The following are potentially significant issues/hazards within our Local 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 fieldwork (nettles, brambles, rubbish, etc).

### These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves school. Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local 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 in KS2 and at least 3 adults in KS1.
- 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.
- 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 either record the activity on EVOLVE (Local Area Visit module), or leave a completed 'Signing out' sheet with the office.
- A mobile is taken with each group and the office have a note of the number.

**Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.**

Leave this completed form in the office or other agreed place when you go out.

|   |  |
|---|--|
| Date  |  |
| Visit Leader  |  |
| Accompanying Staff  |  |
| Volunteers  |  |
| Group/Class/Form  |  |
| Activity  |  |
| Destination/Venue details   |  |
| First Aid kit / Emergency Card taken?                                     |  |
|   |  |
| Time out  |  |
| Time back   |  |
| Contact number  |  |
| Any other relevant details/issues<br>(eg pupil medical/behavioural needs) |  |

## Generic and Site/Person specific risk assessment

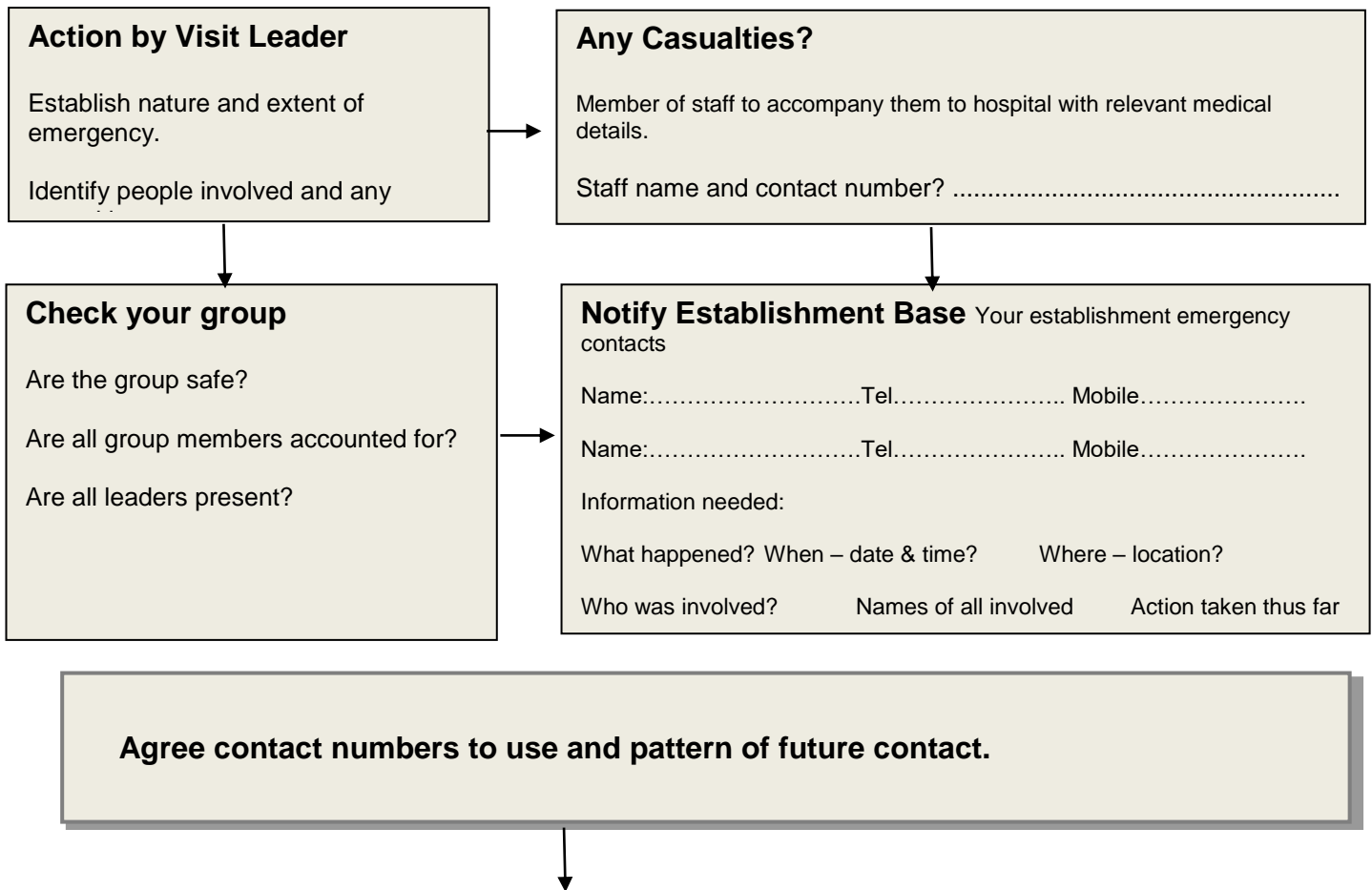
### Generic Risk Assessment for Off-site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

| <b>1. Significant Hazards and Identification of Risks:</b><br><i>Those hazards and risks that may result in serious harm or affect several people</i> | <b>2. Control Measures:</b><br><i>Controls, including relevant sources of guidance</i> |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

# Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



## Action by Establishment

