



## The Federation of Boskenwyn & Germoe Schools



### EDUCATIONAL VISITS POLICY

This policy should be read in conjunction with other policies but with particular reference to those which focus on child health and safety e.g. Child Protection, Health & Safety, First Aid and Administration of Medicines. It also relates closely to those who deal with inclusion and care such as SEN, Equal Opportunities & Disability Discrimination, Vulnerable Children and Behaviour. Alongside these our Teaching & Learning Policy sets out some important priorities.

This policy is underpinned by the DFE guidance "Health and Safety: Advice on legal duties and powers" June 2013 and the HSE document "School Trips and outdoor learning activities." We take advice as needed from the County EV Advisor, Andy Barclay, (07968 892855). abarclay@cornwall.gov.uk

#### **School Ethos**

As rural primary schools we believe that educational visits form an essential part of a nourishing education. Visits encourage children to take part in new challenges, to enjoy and learn from new experiences and to develop greater social awareness. All our staff subscribe to this view and therefore many put themselves forward to take children on both day and residential trips. It is acknowledged that in so doing, teachers and teaching assistants put in extra time and effort, often going well beyond their contractual duties. The governors are grateful for their willingness and commitment. It is also recognised that some are unable to take on these roles due to, for example, family commitments. Visits will only take place when we have sufficient willing staff to lead them. Our Educational Visits Coordinators are Paula Blackburn, Executive Head Teacher and Anita Care, Office Manager.

#### **Responsibilities**

The head teacher is responsible for authorising the visit and informing the governors of forthcoming visits where appropriate, gaining their agreement. The head teacher will ensure sufficient time to plan and organise the visit is given and appropriate cover arrangements for pupils at school have been made by the visit leader.

The visit leader is responsible for the overall planning of residential trips and for the oversight of planning of day visits. These will be entered on the EEC Live online system (the county e-visits system) and checked off by the visit leader, then the head teacher where appropriate.

Teachers may plan their own day visits with guidance from the head teacher. Visits should form part of the curriculum plan and should enhance learning. A named visit leader will take charge of day visits.

Group leaders will take charge of medicines and their administration. A First Aider (**not** the visit leader) will accompany all trips and take charge of all First Aid decisions, in consultation with the leader.

It is the responsibility of our staff to follow the EV guidance in the County policy and use any specific training to inform their decision-making. (see EVC file)

**All staff should complete EV form when organising a trip as attached.**

## **Staff Training**

Most staff have basic First Aid training. Two staff are trained to lead in Child Protection and all staff have basic training. The head teacher is contacted about such matters or in her absence, another designated leader. Regular updates are undertaken.

Governors recognise that planning a residential is a considerable task, requiring staff to make a separate visit to check out the location and facilities and to meet centre staff as well as filling in forms with parents and running evening meetings. It is likely that this will take at least two days and the leader should be allocated time to do this. PQ/ZS have completed National Water Safety level 1 and 2 and are qualified to supervise children doing water based activities up to waist height.

## **Charging**

The Charging and Remissions policy provides the detail of what charges may be made. Where visits can only take place with voluntary contributions, parents are advised clearly by letter about this. We try to ensure that the contributions are at a reasonable level and that where possible, parents are given plenty of notice about such visits.

We are fortunate to have other sources of funding to enable trips to take place. The friends generously contribute a termly sum to offset costs of coach travel. We utilise elements of our pupil premium to enable pupils of lower income families to be able to participate fully in all educational visits.

## **Our Residential Programme**

A Residential will be held every year for Year 4 - Year 6, it will involve a stay away from home for up to 8 nights. Trips will include BF Adventure, Isles of Scilly and Skiing in the Aosta Valley, Italy. We also have pupil mobilities as part of the Erasmus programme to other European countries such as Romania and Bulgaria which are fully funded by the European Commission.

We mainly use centres which are registered with the EEC live system; this means that their details are held by the county and that all risk assessments are up to standard. Interski provide their own risk assessments at the booking stage.

## **Preparation of Pupils for Residential Trips**

When pupils go on a residential trip it is recognised that the experience will be a considerable challenge for them. We therefore encourage parents to make sure their children understand that they will be away from home and out of contact with families for that period. Good preparation will also include the chance to stay away from home and parents prior to the residential e.g. staying with a friend or relative.

The visit leader should ensure that pupils are fully aware of the timetable of activities and should ensure that they have time to ask questions.

## **Day Visits**

Class teachers plan day visits to fit in with the curriculum and to enhance children's learning, they complete an EV form and arrange transport/permission forms. Sports visits are regularly planned by the Cluster Sports Coach. We expect each class to have visits during the year but not necessarily every term. Where possible we try to plan a range of visits so that different aspects of the curriculum are enhanced, so there may be a visit to an art exhibition, museum, followed by a beach trip. Visits to facilities should also be varied so that, over time, every child will have visited a gallery, theatre, the cathedral for example.

## **Local visits**

Parents complete a local visits form on a pupil's admission to the school. This allows teachers to be flexible and take children on local visits without requesting specific permission from parents. A risk

assessment must be completed for any such trip by the trip leader along with an EV form. A local visit is 15 miles or less.

### **Supervision**

We expect high standards of care and behaviour on all school visits. It is the responsibility of the visit leader to ensure school set ratios are adhered to where there is any concern of the sufficiency it should be increased.

Additional support from volunteers should be utilised but not used as a substitute for paid staff. School staff should always retain responsibility for supervision; for example, a parent may take charge of a small group, in a restricted setting such as a museum but a member of staff should ensure they are close at hand. School staff should always take charge of potentially hazardous activities such as crossing roads. These issues will be covered in risk assessments. 1 adult to every 10-15 pupils must be adhered to for years 4-6, 1 adult to 6 children for years 1-3 and 1 adult to 3 children for foundation stage.

### **Transport**

Transport is normally by bus; we use local companies and obtain three quotes where possible. If the size of group is 15 or under then the minibus will be used.

### **Inclusion**

All pupils have the right to attend visits and residential trips; teachers will make the necessary adjustments to ensure that where possible they can take part. Close communication with parents is an essential component of good planning; we also take full account of the pupil's views and try to make sure they are fully engaged in the planning process. However, if an individual puts themselves or any other person at risk then their parent or carer will be asked to collect them.

### **Communication with Parents and School**

Parents are given information by letter giving details of any day visits and residential trips. A meeting is planned for residential trips in the early evening giving working parents the opportunity to attend. At this meeting a presentation is given about the trip and the staff leading will also be present. Parents are given the chance to ask any questions.

Prior to the trip parents will be asked to complete the necessary permissions and medical forms. Where there are particular needs, parents are asked to come in to school and fill this in with the trip leader to ensure a full picture of the child's needs is gained.

Teachers will not normally have direct contact with families during the residential; messages and information will be relayed to the designated point of contact via the school. Where there is such a need e.g. medical concerns, staff will take advice of the EV leader.

Photos taken during the trip may be made available on the website when time permits.

When returning late to school the trip leader will contact school to inform parents should there be a delay or emergency.

### **Emergencies**

The EV leader should contact the head teacher immediately in the case of an emergency who will activate the LA personnel in the Emergency Planning Dept. and, if necessary, seek help with managing the press. The Chair of Governors should also be contacted as soon as possible.

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P Blackburn, Headteacher

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R Monhemius Chair of Governors

**Reviewed September 2020, to be reviewed September 2021**