



Reviewed staff: Sep 23
Agreed by Governors: Sep 21

Brookland Junior School Educational Visits Policy

Rationale

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. We believe educational visits are an essential element of good primary practice.

Purpose

Educational visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.

Wherever or whatever the venue, teachers will ensure that the educational benefits to the children are maximised. The trip should also be safe and enjoyable.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit will provide a rich, learning experience for the pupils.

The following guidelines support the planning and implementation of educational visits organised at Brookland Junior School.

Head Teacher

The Headteacher at Brookland Junior School, the EVC (Educational Visits Coordinator) and Trip Leader will endeavour to ensure that:

- they have appointed a suitable group leader;
- all necessary actions have been completed before the visit begins (this applies even when the Headteacher is not going on the visit);
- the risk assessment is complete and that it is safe to make the visit;
- any training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor if this is part of the visit, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- when parent helpers who carry children in their own cars are organised by the school, they have full CRB checks. If the transportation of children is

organised by the parent body, then CRB checks are not necessary but this should be made clear to parents.

- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- they have the names of all the adults and pupils in the travelling group and the contact details of parents and the staff's and volunteers' next of kin (these details may be kept in school and accessed via administration).

Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit. The Group Leader should:

- be able to control and lead pupils of the relevant age range;
- be suitably qualified if instructing an activity and be conversant in good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below).

Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the LA or of the Governing Body. They will, therefore, be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline.
- ensure non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.
- follow the use of mobile phones and camera guidance.

The use of cameras and mobile phones on school visits:

In order to protect the safety and well-being of children in the school, staff and parents are not permitted to use their personal mobile phones or cameras to take photos during a school visit. Whilst it is understood that staff and parents may have their own mobile phones with them for personal use as needed, the following guidance is given:

- With Head Teacher/EVC permission, teachers may use personal mobiles to facilitate contact between all parties and the school but should not allow their contact to be taken by supporting volunteer parents (a school mobile should be used for contact with parent groups)

- Parents assisting on the school visit should be provided with the school mobile numbers for use during the visit.
- If teachers would like to take photos during the school visit, then they must use cameras/iPads provided by the school.
- If parents helping on the school visit would like to take photographs, they must use the school cameras provided. Parents are not permitted to take photos using their own cameras or phones.
- On trips where children are allowed to take their own cameras, they may take photos of their friends. These photos are not to be shared on any social networking sites.

Responsibilities of pupils

The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- should not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents

Parents must:

- provide the group leader with emergency contact number(s); - where appropriate
- sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit.

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Head Teacher and EVC are responsible for planning or signing off all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Head Teacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

The organiser / group leader must agree all plans with the Head Teacher. Permission for residential visits needs to be given by both the Head Teacher, Governors and Local Authority.

Risk assessment form

- **For every trip, a risk assessment form needs to be completed by the trip leader**

- Evolve forms and risk assessments are required for: larger trips; a trip with significant risk; an out of area trip (usually involving transport to travel); large scale sports and music events (Cophall Athletics, Dance Festival). These trips need to be signed by the EVC/HT via Barnet Evolve.
- For local area trips, the risk assessment form should be adapted from the Local Area Risk Assessment Template. Saved on Staff Shared and shown to the EVC/Head Teacher. These do not need to be completed on Evolve.
- All risk assessments should be shared with those who need to know (Staff, Volunteers, Pupils)
- It is helpful to directly involve pupils with the Risk Assessment process and always go through it with them prior to any trip
- Risk Assessments should be adapted to plan for the needs of individual pupils (e.g. SEN, behavioural, medical).

The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- pupils with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

Exploratory visit

Wherever possible the group leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the

visiting group and requesting their own risk assessment. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher and EVC should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in off site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly. Each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios do not include residential visits.

Where a high adult: pupil ratio is required, it is often not feasible to use school staff alone. Parents with appropriate suitability may be used to supplement the supervision ratio. They should be carefully selected and should be well known to the school and the pupil group.

Adults who are helping on a day trip are not left alone with the children and do not need a DBS (Disclosure and Barring Service - was CRB) check in order to be a volunteer/parent helper for the trip/visit. If volunteers/parents are to take charge of group for some part of a visit, two volunteers/parents should be allocated to each group. Any volunteer/parent in charge of a group on their own will be subject to a DBS check.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

Whatever the length and nature of the visit, regular head counting of pupils should take place in addition to the taking of a register before leaving school and before leaving the venue. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and others' safety.

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport;
- make sure your bags do not block aisles on the transport;
- never attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never kneel or stand on seats or otherwise impede the driver's vision
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

When organised by the school, EV6 forms must be filled in by all parents and staff carrying children in their own cars. This confirms that they are insured and their MOT is up to date.

Staff must be insured by their car insurance to carry children as part of their work.

All children will need parent consent when travelling in parent/staff cars.

Please note that child seats or booster cushions are compulsory for children between 3 years old to 135cm/4ft 5inches (or 12 years old). If parents/staff are taking children in their cars they will need to use these car seats (available from school).

Pupils with special educational and medical needs

The Head Teacher and EVC will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would. Communication should be done via school platforms (Teachers2Parents or Class Dojo)

The following information on matters that might affect pupils’ health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel;
- details of accommodation with security and supervisory arrangements on site;
- names of leader, or other staff and of other accompanying adults;
- visit’s objectives;
- details of the activities
- clothing and equipment to be taken;
- money to be taken (if appropriate);

If parents withhold consent the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. Consent may be given via Teachers2 Parents or Class Dojo or by paper slip.

Charging and Remissions

See separate Charging and Remissions statement. Payment by parents for visits and visitors is voluntary but the school reserves the right to cancel visits if insufficient payments are made as there are limits to the school’s ability to subsidise visits. Families in receipt of benefits do not normally pay. If a child is ill or absent unexpectedly on the day of a trip, refunds are not routinely given. Payment should be made via Teachers2Parents when possible.

Residential Trips

In addition to approval by the EVC and HT, residential visits must also be specifically approved by the local authority. Forms should be submitted to the LA as early as possible in advance of the visit taking place, with a minimum requirement of 4 weeks. Whole or part remission of payment follow the school’s agreed policy.

Water ‘Margin’ Activities

This relates to activities which take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams or paddling or

walking in gentle, shallow water. All staff involved in water-margin activities should be conversant with, and must adhere to, guidance contained within the documents: 'Group Safety at Water Margins'. LA approval is not required for water-margin activities.

Virtual Visits

Where possible the curriculum can be enriched by virtual visits utilising the vast array of resources online, including: 3D artefacts, Google arts and culture, interactive 3D experiences, virtual reality and augmented reality. These can be used to support learning, pre teach concepts and broaden cultural capital.

Emergency Procedures

It is the visit leader's responsibility to identify an appropriate emergency contact for their trip/visit. The purpose of the emergency contact is not to make decisions on behalf of the visit leader but to support them in reaching an outcome. The emergency contact, when necessary, will contact parents/carers if required to do so.

Visits that take place outside normal school hours

For visits that take place outside normal school hours :-

- * A completed form EV7 'Emergency Card – visit leader' must be with the visit leader at all times
- * A completed Form EV8 'Emergency card – school contacts' must be with the school emergency contact at all times.

Appendix 1 – Local Learning Area of Brookland Junior School.

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 permission, however, you should inform parents that a trip is happening as you would for any other trip
- Will need an adapted local area risk assessment
- Do not need to be recorded on EVOLVE
- Will need to be recorded on Staff Shared and shown to the EVC/Head Teacher

Boundaries

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

- Local area amenities including: Little Wood and Big Wood, Market Place, Phoenix Cinema and Lyttleton Playing Fields;
- St Jude's Church;
- Local Schools including The Archer Academy, Christ College, Martin Primary, Garden Suburb Primary and Henrietta Barnet; and
- East End Rd Tennis Courts

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area and will be risk managed on each local learning area visit:

- Road traffic.
- Other people / members of the public / animals.
- Being separated from the group.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Headteacher or EVC must give verbal approval before a group leaves the school grounds.
- Only staff judged competent to supervise groups in this environment are approved.
- The Local Learning Risk Assessment has been read and understood by staff accessing the Local Learning Area and adjustments have been made as necessary for the particular outing.
- Individual needs of children are discussed with the Headteacher and/or EVC to ensure that appropriate strategies are in place.
- School mobile phones are taken on all trips to ensure communication or personal mobiles with EVC/H permission.
- The concept and procedures of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus and on the school website.

- There will be a minimum of at least two adults and the ratio of adults to children will be decided in accordance with the school's Educational Visits policy and needs of the group.
- Staff will be 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.
- 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 and all children are to wear high visibility vests at all times.
- Staff will be aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will ensure that the office and the EVC have a list of all pupils and staff attending the outing, the proposed route, and an estimated time of return.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles, anti-bacterial wipes).

Local Learning Area Brookland Junior School

