



FROXFIELD CE SCHOOL

Review Cycle:	Bi-annual	Next review:	October 2022
Approver:	Signed:	Approver:	Signed:
Chair of Govs		Headteacher	
	Date:		Date:

Off-Site Activities and Educational Visits Policy

Introduction

'Memorable events = memorable learning'. OfSTED

At Froxfield CofE Primary School, we aim to create a rich curriculum that is highly relevant and inspirational for our children. Opportunity is therefore frequently taken to enrich and enhance learning through outdoor education and educational visits.

The **Off-site Activities and Educational Visits Policy** and procedures are formulated in conjunction with the advice, guidance and training provided by the Hampshire County Council Outdoor Education, PE and Sport Service and their documentation and guidance.

Aims of Off-site Activities and Educational Visits

For children to:

- enjoy experiences that cannot be provided on school premises
- experience awe and wonder
- undertake memorable learning opportunities that are real and relevant
- develop respect for buildings, the environment and living things
- increase understanding of risk
- take part in first hand experiences of learning that support the acquisition of language
- apply their learning through extended opportunities
- broaden their horizons
- raise their aspirations
- understand the context for their learning because all planned outdoor visits have complete clarity about the learning that will take place and their purpose

Policy Aims

- To ensure that all off-site activities and educational visits meet employer and establishment requirements
- For all off-site activities and educational visits to have a clearly identified purpose and learning outcome
- To ensure that governors understand the procedures and programme of off-site activities and educational visits

Types of off-site activities and educational visits

This list is not exhaustive. We have a flexible approach to curriculum planning so outdoor visits may be added or altered to ensure they meet the needs of the children. Opportunities will vary because, at Froxfield our Learning Clusters are whole school and change each year, but will include:

- On-site, out of the classroom activities

- Frequent local visits – within walking distance of the school
- Sports trips
- Workshop opportunities at local schools
- Regular visits away from school – either part or whole day (where transport is involved)
- Annual residential visits for Upper Key Stage 2 (currently years 4-6)

Organisation and Management

All outdoor visits will follow the guidelines set out by Hampshire County Council principally through the documents *Off-site Activity and Educational Visits* and *Safety in Adventurous Activity*, but also via the websites and support services provided by the Outdoor Education, PE and DofE Service. (www.hants.gov.uk/education/outdoor)

These generic employer policies are used and translated into our specific context.

An **Educational Visits Co-ordinator** is always in post and keeps up to date with Outdoor Education. The current post holder is Mrs Ingham Thomas.

A **Visit Leader** will be assigned to each outdoor activity or educational visit. This will usually be a competent teacher, but may be a member of the support staff where only a group of children is involved.

All the paperwork is stored in the Educational Visits file, located in the School Office. This includes risk assessments, letters to parents and the itinerary for each visit.

Approval

All Educational Visits must be approved, in the first instance, by the Headteacher.

Governors give a generic approval for local visits which are an integral part of the Learning Cluster. This approval is minuted at the first Full Governing Body Meeting of the year. Off –site visits that fall into the following criteria need individual approval from the chair of the Chair or Vice Chair of Governors or the Chair of the S&W Committee:

- Potentially hazardous activities
- Activities taking place in excess of 20 miles from school
- Activities involving a train or boat journey
- Other visits at the discretion of the Headteacher

For this approval to be given the Visit Leader must submit the approval for at least 7 days prior to the visit taking place.

Off-site educational visits are fully integrated into the ethos and culture of the school and all key policies are considered for their relevance:

- Teaching and Learning Policy
- Behaviour Policy
- Child Protection & Safeguarding Policies
- Health and Safety Policy
- First Aid Policy

Many straightforward visits are managed entirely in accordance with these policies and, apart from simple additional considerations the site and transportation of children and young people, are managed as they would be in school contexts. We aim to take the ethos, culture and challenge to learning in school into all our outdoor learning and off-site contexts.

Communicating with Parents

At the start of the reception Year (or on entry to the school), parents are asked to consent to their child taking part in short excursions within the local area. Consent is in the form of a slip that should be returned. Where consent has not been provided in writing, verbal consent is accepted as a last resort.

For significant visits, in particular those that may require a change to the lunch time arrangements, or those that require a voluntary contribution to be made, parents/carers will be sent detailed information, at least a week prior to the trip, and required to provide consent. Where consent has not been provided in writing, verbal consent is accepted as a last resort. Details of the trip, including activities to be undertaken will be set out in the letter when a financial contribution is requested.

The school requests that parents make a voluntary contribution to pay for their child to go on an off-site activity or educational visit when a cost is incurred. The cost for each child is derived by dividing the overall cost of the off-site activity or educational visit by the number of children that the event is planned for. Parents are informed about the cost in writing and requested to contribute. If they do not contribute financially, they are reminded once. If they still do not contribute, then the school may contribute on their behalf. However, if too many families do not contribute and the cost to the school becomes too large, the trip may have to be cancelled. The Pupil Premium funding provided by the Government may be used to subsidise the cost for disadvantaged children, to enable them to be included in off-site activities.

The school is fully insured for educational visits and details of this policy, including travel cover are located in the school office.

A variety of transport may be used following Council guidance. This includes:

- Walking
- Mini-bus
- Coaches
- Trains
- Staff cars (covered by business insurance)

Supervision

Supervision strategies are taken from *Off-site activities and educational visits* and includes agreements on ratios. Exact adult:child ratios will vary from trip to trip depending on a number of factors including the nature of the trip, age of the children and numbers of SEN children but will be a minimum of 1:6 for year R to Year 3 and 1:8 for Year 4+.

Additional strategies to ensure the safety of our children include:

1. Assigning the role of visit leader to a competent leader (NQTs and new LSAs should not lead visits in their first year of teaching)
2. Allowing as many additional members of staff accompanying educational visits as is practicable for the school
3. Giving strong consideration to children wearing high-visibility jackets (depending on the itinerary and location of the visit)
4. Walking on the inside of the pavement
5. Crossing the road using a 'wave' system

6. Providing 1:1 or small group support for children with EBD or any significant need where the success of the trip depends on additional levels of support
7. Ensuring only those with DBS checks should accompany children to the toilet
8. Ensuring only those with DBS check to be with a group 'out of sight' of the visit leader

The strategies used are dependent on typical risk factors of the group or individuals concerned, the site or location, the leaders present (including ratios) and other factors such as transport or weather etc. These are agreed as part of the planning process and can be adapted to changing circumstances, for example 'Plan B' where we always plan clear alternatives when it is necessary or prudent to do so.

Inclusion

Froxfield Primary School is an inclusive school.

We ensure that every effort is made to include all children and young people. Our challenge is to make educational visits available and accessible in some form irrespective of a child's special educational or medical need, ethnic origin, sex or religion.

We adhere to the four important principles of inclusion:

1. **Entitlement**- the right to participate.
2. **Accessibility**- modifications and adaptations to an activity to be considered without the activity losing its integrity. Providing access does not always mean to the same activity in the same way.
3. **Integration**- participating alongside peers wherever possible
4. **Integrity**- modified activities offered are of equal value to the unmodified or adapted.

This must be done whilst maintaining the safety of all those concerned (individuals and groups), the impact upon supervising staff, the integrity of the activity and the ability to manage the context. These are significant factors to be managed and may over-ride the child's right to participate.

Safeguarding

The school adopts the Hampshire Model Child Protection Policy (adapting to meet our own school requirements) https://docs.wixstatic.com/ugd/2ed49c_38c2126d98e44e2ca29f953db01907fa.pdf which includes off-site activity, including residential activity within the scope of the policy, in particular, guidance on acceptable behaviour and avoiding unnecessary contact. DBS checks are made on volunteers and other responsible adults who support educational visits (however, where there is no possibility for an adult to accompany a child on their own, i.e. during a large group outing, a DBS check is not always necessary). External providers or outdoor centres are drawn from the Outdoor Education, PE and Sport Service's vetted database, which confirms that safety management checks are in place.

Risk and benefit assessment

As part of planning educational visits the following measures are taken:

- an analysis of the benefits of the activity are translated into clear objectives and expectations
- an assessment of the risk of harm and its likelihood is made, followed by putting clear control measures in place so that they can be effectively managed
- a pre-visit by key staff to review the location and determine its benefits and potential risks. Very well-known and used sites may be checked by contacting key personnel prior to re-visiting and web-based information

Incidents and emergencies

Guidance from the Outdoor Education, PE and Sport Service is used to prepare leader and base-contact checklists and contact details, including the contact details of all adults attending the trip.

The school mobile phone will accompany the trip leader and accompanying staff will be asked to bring their own phones, leaving their contact details at school.

Mobile first aid kits will be held by competent adults and a trained first-aider will accompany the trip.

A designated member of staff will carry the school 'emergency bag' which contains clothes, throw bag (if necessary), base and child contact details and details of emergency procedures

Any concerns or near misses are discussed to consider changing strategies and reported to the Outdoor Education, PE and Sport Service where necessary.

All accidents are reported in accordance with school procedures when the educational visit party returns to school.

Monitoring and Evaluating

Monitoring will take place in the form of:

- staff reviews to feedback back on the quality of ventures and recommendations for the future
- a section within the autumn term Headteacher's report to governors on an annual basis as to the effectiveness of educational visits
- any good practice is celebrated in staff briefings and complaints reviewed through leadership meetings
- the policy is reviewed every two years or as required if regulations, guidance or circumstances change.

Governor Monitoring and Evaluation

This is a non-statutory policy. The S&W committee will monitor the procedures outlined in this policy on a bi-annual basis to ensure the school's procedures are effective in meet employer and establishment requirements.

Date reviewed: October 2020

Next review: October 2022

Educational Visits Protocol

HCC guidance:

“Offsite Activities” 2018

School procedure

Educational Visits Co-ordinator (EVC) is Francesca Ingham Thomas

A party leader must be nominated who must be a teaching member of staff.

The party leader is responsible for the management of the trip and may call upon the EVC for support and advice.

The party leader or a member of staff nominated by the party leader must complete the online Evolve submission for authorisation of the trip.

- The visit must be planned , considering access arrangements for all children.
- A risk assessment must be completed at least 7 days before the trip, which must be shared with Governors where the trip is potentially hazardous or involves an over-night stay.
- All adults who will be responsible for supervision of children must have been vetted by the DBS
- All adults must be briefed about the visit, any potential hazards and provided with relevant details about the children that they will be working with.
- Party leader must have copy of emergency procedures.
- All adults must be briefed on emergency procedures and risk assessments.
- First Aid boxes must be carried.
- School mobile phone to be carried by a nominated member of staff.
- Throw bag must be carried if going near water.
- The number of adults taken must match the needs of the children.
- Where individual approval is required, this must be obtained from the Governors must be obtained 7 days before the visit.
- The visit must be costed in agreement with the Headteacher.
- When a visit causes change to the usual school routine, parents must be given clear information which must include curriculum links or whether the visit is an enrichment activity, costing, timing for departure and return and lunch arrangements at least 7 days before the visit date
- Permission will be sought if child are travelling by car. Car drivers must have the correct insurance. Parents will be responsible for providing booster seats.
- A voluntary contribution may be requested.
- All parents must return permission slips or if in an emergency by email to the AO
- Medical details of all children must be checked.
- Teachers will carry inhalers for children in Class 1 and in all other classes children with will carry their own inhalers.
- Coach/mini-bus lists must be left with the AO on the day of departure. The lists must also include adults.

In the case of difficulties or an accident the party leader must contact the school and refer to the schools critical incidents procedure. The school will manage all communication from this point as part of critical incidents procedure.

School Day Visits – Information required for governor approval

Trip location:	Date:
Party Leader:	
Main purpose of the trip:	
Times of departure and return to school:	
Entrance fee for the location: Total cost of entrance including adults:	
Travel arrangements: Cost: Total cost of trip: Contribution from Love's Charity/FoFs: Voluntary contribution:	
Approved by the Headteacher:.....Date..... Approved Chair/Vice Chair of Governors or Chair of H&S Date.....	

RISK ASSESSMENT

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), then complete the specific risk assessment form as needed.

	The activity is...	The participants ...	The activity leader ...	The environment is...	First aid and emergency support are...	Weather changes...
1	Within the everyday experiences of the individuals	Are very experienced with an appropriate level of understanding	Is very experienced in leading this activity and qualified at the appropriate level	A local, well known location – urban or rural with predictable hazards	Available at the activity site. Establishment staff have appropriate in-date qualifications	Will have no effect on the group
2	Outside the everyday experience of the individual but some tasks have familiar aspects	Are regularly exposed to the activity with an adequate level of understanding	Regularly participates in this type of activity but may have minimal qualifications and little leadership experience	Less well known – urban or rural with hazards that could change quickly	Available at the activity site. Establishment staff have minimal or lapsed first aid qualifications	Are appropriate to the activity. Any changes will have minimal effect but will not affect safety
3	Outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	Have some exposure to the activity with experience at a recreational level and some understanding	Has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity	Relatively unfamiliar – potentially complex urban or rural; in the UK, Europe or US; industrial or residential	Available at the activity site. Establishment staff have generic competence	Could lead to problems if the group is not adequately prepared with training and equipment
4	Outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC)	Have very occasional exposure to the activity with some experience at an introductory level and limited understanding	Has had very occasional experience to the activity as a leader, limited experience as a participant and has no qualifications	Within close proximity to water, cliffs, beaches, steep or high ground, or other novel hazardous topographical or environmental features	Not readily available at the activity site. Establishment staff have in-date First Aid qualifications (evidence will be required by EVC)	Could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped
5	Outside the experience of the individual with no training prior to the trip	Are absolute novices with no experience of the activity	Has no experience of the activity in a leadership capacity with some experience as a participant	Outside Europe or the US; wilderness, or an area classed as advanced by NGBs	Not readily available at the activity site. Establishment staff have no first aid qualifications	Could have serious repercussions for the group

Add up the total of your answers – Highlight outcome

6 – 10 LOW RISK	11 – 19 MEDIUM RISK Evidence will be required to show you have recognised the risk and made provision for control of risk	20 – 25 HIGH RISK Further discussion with EVC is required. Changes will need to be made to lower the overall risk	25 – 30 UNACCEPTABLE RISK Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk
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