



The Forest CE Federation Trips & Educational Visits Policy

Introduction

This policy covers all educational visits that occur outside the school premises. This ranges from walks around the locality to residential visits of several days' duration. It includes also Outdoor and Adventurous Activities.

Aims and Objectives for Educational Visits

Our fundamental aim at the Forest CE Federation is to provide the best possible education for all our pupils. It is the aim of the federation to place a high value on diversity, treating every member of the school community as an individual, and meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In doing this, we aim, therefore, to raise the achievement of all the children in the school.

Educational Visits and Outdoor and Adventurous Activities are an integral part of the children's education. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect.

Nature of Educational Visits

The school runs a wide range of Educational Visits. These may include:

- Walks around the local environment, including to the local church.
- Half-day visits by coach to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- An annual residential visit for children.

Health & Safety

The school follows the Local Authority 'Educational Visits' guidance.

Note: The LA has an Outdoor Education Adviser, who is able to give support and advice, and who has the responsibility of approving listed Adventure Activities.

Personnel

The school's Educational Visits Co-ordinator (EVC) are the Headteacher, Mrs Eliza Hollis. This role may be carried out by somebody other than the Headteacher, who also has other specific responsibilities. All teaching staff have received relevant training for Educational Visits.

For each visit, of whatever duration, a Group Leader is identified.

The function of the **EVC** is to:

- ensure educational visits meet the employer's and school's requirements;
- support the Governors with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that Risk Assessment meets requirements;
- organise training and induction;
- ensure parents are informed and have given consent;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice.

The **Headteacher** is responsible for:

- ensuring approval for visits is given, including liaising with the LA where appropriate;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for Best Value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that all teachers are aware of the LA guidance;
- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's public relations unit. See also the school's Critical Incidents Procedures.

The **Group Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare. The Group Leader must:

- be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- plan and prepare for the visit and assess the risks;
- define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do.

Adult volunteers who are not teachers at the school must:

- understand and agree expectations of them;
- understand their relationship to the pupils, teachers and visit leaders;
 - recognise the limits of their responsibility;
 - ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
 - follow instructions from teachers;
 - raise concerns for pupil welfare with the Group Leader.

Procedure for Running Educational Visits

A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required. Each Group Leader will, in liaison with the EVC, complete the Educational Visits Checklist (attached). A visit will proceed only when the EVC is satisfied that all reasonable preparations have been made.

Risk Assessment

Risk assessments are made for all Educational Visits. This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a Risk Assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- identify significant hazards;
- assess the risk of harm;
- put control measures in place;
- check if anything else is needed;
- use a simple assessment language – high/medium/low.

Risk Assessment considers the site and its environment, the group, the activity and the leaders.

Financing Educational Visits

The school complies with the Education Act 1996 (section 451), and procedure is outlined in the school's Charging and Remissions policy.

Emergency Procedures

It is the responsibility of the EVC/Headteacher to ensure that emergency arrangements are in place for all Educational Visits. This includes:

- ensuring that all involved know who is the emergency contact point in the school, for each visit, and in the LA.
- having access to an emergency (Critical Incidents) plan appropriate to the visit;
- ensuring that the contact point – or rota – is effective throughout the visit;
- ensuring that parental contact information is up to date and accessible.

Policy Review

As with all policies, it is the responsibility of the Governors to evaluate the effectiveness of this policy and the practice that it describes. On a day to day basis this responsibility is delegated to the Headteacher who will report back to the governing body as appropriate.

This policy is a working document, and will be reviewed every three years.

Pupil/Teacher Ratio:

A pupil/teacher ratio of 10:1 is recommended, however, this can vary depending on the type and circumstance of the trip or tour. The school will endeavour to provide a pupil/teacher ratio appropriate to the activity

Mobile Phone:

A school mobile phone is available for the group leader travelling on any trip or tour. The number of this phone should be given to all parents and students before the trip. The purpose of this phone is for parents or students travelling to contact the group leader *in case of emergency*.

School rules & conduct

All school rules in particular the Behaviour Policy will apply while on school trips. Pupils are expected to wear full school uniform unless told otherwise. All pupils should note that while in school uniform they are ambassadors of the federation and should behave accordingly.

Illness/Injury

Should a pupil become ill or injured on a trip then parents will be informed and medical attention will be sought for the pupil if necessary. Parents should note that injury or illness to a pupil may require a lesser supervision of remaining pupils on any trip should it be necessary for a teacher to accompany a pupil seeking medical attention.

Travel

The school is responsible for ensuring appropriate travel arrangements have been made. If travelling by coach the school will ensure that appropriate seat belts are available and that correct checks have been carried out on the driver. If travelling by a car driven by a member of staff the school will ensure that the member of staff has correct and appropriate business use insurance.

Inclusion

Every effort will be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort will be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

The federation will take *reasonably practicable* measures to include all young people. The principles of inclusion will be promoted and addressed for all visits and reflected in policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
 - integration through participation with peers

Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders will be aware of the extent to which Inclusion is or is not a legal issue.

Under the Disability Discrimination Act 1995, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

PERMISSION FORM FOR TRIPS

Pupil Name:	
Class:	
Year Group	

- ❖ I/We give permission for my son/daughter to participate in and travel to a school trip during the academic year.
- ❖ I/We acknowledge that while representing The Forest CE Federation, my son/daughter are ambassadors for the school and must act accordingly.

Signature of Parent/Guardian:	
Signature of Parent/Guardian:	
Date:	