

**Plymouth Studio School
Educational Visits Policy**

Context

We believe that educational visits are an integral part of the curriculum and learning experience for every child. Appropriately planned visits enhance learning and improve attainment, and so form a key part of what makes Plymouth Studio School a supportive and effective learning environment.

The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of School and opportunities and to examine the concept of School (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk –benefit decisions in a range of contexts, i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.

- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle. Our priority at Plymouth Studio School is to ensure that all visits are Safe, Educational and Enjoyable.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day. In addition to this Educational Visits Policy, Plymouth Studio School:

- a) Adopts National Guidance www.oeapng.info
- b) Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities. All staff are required to plan and execute visits in line with this school policy and National Guidelines. Staff should be familiar with the roles and responsibilities outlined within the guidance and agree to adhere by them.

Types of visit and approval

There are three 'types' of visit:

1. Visits/activities within the 'Local Area' that are part of the normal curriculum and take place during the normal school day;
2. Other non-residential visits within the UK that do not involve an adventurous activity, e.g. visits to museums, farms, theme parks, theatres, etc. These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Principal for approval; and
3. Visits that are overseas, residential, or involve an adventurous activity.

School Sleepovers

Any school facility used for sleeping must be equipped with an automatic fire alarm system with smoke detectors and manual call points. This includes school halls and classrooms that will only occasionally be used for sleeping.

There should be a meeting with parents and carers to inform them of the plan, so they feel comfortable and well informed.

During the sleepover there must be a member of the Senior Team who must accompany the lead teacher. There must also be one paediatric first aider due to Health and Safety.

Roles and Responsibilities

Visit leaders are responsible for the planning of their visits, for completing an 'Educational Visits Form', and for entering these on EVOLVE at least 21 days prior to the visit. They should obtain outline permission for a visit from the Principal prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary. All risk assessments must be seen by the EVC three weeks before the visit to check all risks are actioned.

All teachers in the year group must carry out the risk assessments together.

The visit leader is responsible for ensuring a risk assessment is carried out and that a risk assessment signed by the EVC and Principal at least 21 days in advance of the visit. The risk assessment will include the ratio of adult to children supervision and the number of first aiders or appointed person needed. The visit leader will share information with all staff involved in the visit.

The visit leader is responsible for ensuring the Emergency Card, mobile phone, first aid kit and pupil medication are taken on the visit.

It is the leader's responsibility to inform the school when they have arrived at their location and when they leave to return to school. In case of any delays the school must be informed to inform the Principal, EVC and parents.

After the visit, leaders must ensure they inform the EVC and Principal of how the trip went and fill in an 'Educational Visits Evaluation sheet' and placed in the folder in the Main Office.

The Educational Visits Coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice, on visit related matters and will check final visit plans on EVOLVE before submitting them to the Principal. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Principal has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to school's insurers to gain approval. The Chair of Governors and School Board will approve the Educational Visits policy and will ensure it is reviewed.

Supervision

The teacher who leads the trip must not have his or her own group of children. It is important to have a sufficient ratio of adult supervisors to pupils and this may be determined according to the specific needs of the group that are accessing the trip.

The following ratio of adults to children should be used as a minimum – a maximum of 20 students to one adult

Whatever the length and nature of the visit, regular head counting of pupils should take place. The visit leader should establish rendezvous points and tell adults, groups and pupils what to do if they become separated from the party.

Additional support

Parent helpers are welcome on educational visits and will attend a briefing with the teacher before the visit. Helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times.

Mobile phones and social networking

- Photographs should be taken using the school's equipment only.
- No photos should be posted on social media such as 'Facebook' and 'Twitter' and instant messaging services such as 'WhatsApp', except those supported by the School.
- Only the Lead teacher and class teachers will have the phones switched on to communicate with the school or in case of any emergency.
- Any information about a child should only be passed onto the child's parent or guardian through the class teacher or Principal.
- If you need to make an emergency call, please speak to the Lead teacher who will support you in any way possible.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit. For adventurous activities, there should be at least one trained first-aider in the group.

Parental Consent

Parents should be given information about the purpose and details of the visit at least two weeks in advance. Consent is not required for activities within the Local Area that are part of the normal curriculum during normal school time. Specific, (i.e. one-off), parental consent must be obtained for all visits. The visits must include sufficient information, which must be made available to parents- via letters, meetings, etc. so that consent is given on a 'fully informed' basis.

Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments

to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity. The school will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support 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. We will work with families to find ways so that all children can attend educational visits.

Local area visits

These visits/activities:

- Do not require parental consent
- Do not normally need additional risk assessments/notes
- Should be recorded on EVOLVE if regular, e.g. swimming lessons.
- Do not need to be recorded on EVOLVE if these are ad-hoc activities

Charging/funding for trips

Day Trips

Parents may be asked for a voluntary contribution. Year Group Leaders need to ensure they plan for trips with their teams but make sure they only pay for one if need be.

Residential Trips

For residential trips a charge will be levied for board and lodging.

Transport

Travelling on public transport When travelling on via public transport the leader must contact a member of staff at the station to inform them that they are on a school trip and ask to escort them to the correct platform and to inform them of their destination. Leaders must ensure all children and staff are on the public transport and board once it is safe. Once the children have boarded the transport they must be seated wherever possible, all staff and volunteers to give priority to the children.

If at any point whilst using the transport, a group of children are left behind with an adult, the rest of the staff and children on board must get off at the next station and wait until the leader arrives. The leader must inform the school immediately or whenever possible.

Use of staff cars to transport pupils

The School allows staff to transport pupils with the express consent of parents and where a valid insurance policy is evidenced.

Insurance

The School will hold insurance for trips. For adventurous trips or trips abroad or residential, the School will ensure that sufficient insurance is in place.

APPENDIX A

EDUCATIONAL VISIT PLANNING FORM

Trip to:

Address

Contact person

Tel. no Email.....

Lead teacher Lead teacher contact number on trip

No. of children No. of SEN/Pupils with additional needs

Staff attending (please give full names)

.....
.....

Other adults (please give full names)

.....
.....

Name of first aider

Transport booked with Tel.

Time of departure Estimated time of return

Brief itinerary:

.....

Estimated expenditure:

Entrance: Pupils £ Adults £

Travel: £..... Sundries: £..... Total estimated cost: £.....

Supply costs (if applicable): £.....

Voluntary contribution per child (if applicable): £.....

CHECKLIST (Please tick and initial)

Cleared date with Principal Costed the trip fully

Sent a detailed note home to parents (2 weeks prior) Date

Received consent forms Medical forms received

No. of FSM packed lunches needed Lunches booked with kitchen (1 week prior)

No. booked Risk Assessment completed and discussed with EVC (3 weeks prior)

Risk assessment signed by Principal (3 weeks prior) Evolve updated

FOR OFFICE USE ONLY

Actual expenditure £

Actual income £ Surplus/loss £

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APPENDIX B

EDUCATIONAL VISIT EVALUATION SHEET

Trip to:

Address

.....

Contact person

Tel. noEmail.....

Lead teacher

Transport booked with Tel.

Brief itinerary:

.....

Year group objectives covered:

Quality of experience (1 = poor 5 = excellent)	1	2	3	4	5
Quality of transport (1 = poor 5 = excellent)	1	2	3	4	5
Quality of accommodation (if applicable) (1 = poor 5 = excellent)	1	2	3	4	5
Brief impact on outcomes or provision					

Notes for any additional re-visits:

Evolve updated: Y / N