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HEARTS ACADEMY TRUST

# School Visits Policy

**Adopted by Directors: March 2017**

**To be reviewed: November 2019**

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HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



**Children at the HEART**

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Establishment type	<i>School</i>
Name of establishment	<i>Briscoe Primary School, Stambridge Primary School, Waterman Primary School, Wickford Church of England School</i>
Who is employer	<i>HEARTS Academy Trust</i>
Responsibility for offsite visits (possibly EVC, or deputy head)	<i>R. Hall, K. Young, D. Chapman</i>
Date Trained	R. Hall 20.5.15 K. Young 26.4.16 D. Chapman 14.11.15
Policy agreed	<i>March 2017</i>
Signed off by	<i>Directors</i>
To be reviewed	<i>Sept 2019</i>
Other Policies Related	<i>Child protection. Inclusion, volunteer, transport, finance, staff training, health and safety, critical incident plan for educational visits DfE H&amp;S advice on legal duties &amp; powers December 2012</i>
Other Paperwork Attached	Visit Leader Checklist. Blank risk assessments are available on Evolve.

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### **SLT School Trip Check List**

SLT must ensure that the lead teacher can answer all of the following questions before they leave the school site.

- Has a leader been designated?
  
- Does the leader have a mobile phone? Do they have the school and EVC number?
  
- Have all adults swapped phone numbers?
  
- Do all staff have a copy of the policy?
  
- Are first aid kits taken?
  
- Do you have a copy of individual health needs / medication?
  
- Does the lead know how many children they have?
  
- Does the transport method look safe
  
- Do all staff members have a copy of the risk assessment?
  
- Can the teacher tell you what to do if there is an incident?

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### Steps of risk Assessment:

#### We adopt all OEAP guidance

1. Visit leader meets with EVC briefly to discuss trip in general (approx 2 weeks before trip)
2. Leader carries out a pre-visit
3. Leader does a risk assessment then they book it ( not before) - get permission slips etc
4. EVC checks on evolve etc
5. As pupils leave for their trip on the day an SLT member checks they have a safe transport method, a copy of emergency policy, a copy of RA and it all seems safe (first aid etc)

(No unsupervised trips, EVER. no lone adult trips, no parent or staff cars, all helpers need a DBS)

Any time a child crosses the threshold of the school grounds the EVC must approve this - see them for recurring trip protocol.

## 1 Introduction

1.1 The Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of the school and reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.)*

see website link : [www.oeapng.info/](http://www.oeapng.info/)

- The remaining parts should be referred to as and when guidance is sought.
- NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

## 2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at the school and we offer a range of educational visits and other activities that add to what they learn at school.

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### 3 Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LEA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – work with local secondary schools;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to centres of worship, visits by local clergy.

**NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.**

#### Gaining approval for a trip

##### 4.1 Directors

As part of their responsibility for the general conduct for the school, the Directors have adopted this policy for the effective and safe management of educational visits.

The Directors must approve any visit involving an overnight stay or overseas. The Directors delegate the Headteacher & EVC the responsibility to approve all other visits.

The Directors have adopted a charging and remissions policy.

##### 4.2 The Headteacher **AND** EVC:

4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

4.2.3 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance see SEN and Disability Act 2001.

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4.2.4 should ensure the suitability of all staff appointed to the visit.

4.2.5 should ensure that the visit leader fully understands his/her responsibilities.

4.2.6 should implement effective emergency contact arrangements.

4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

## 5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider.

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOTC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

## 6 Parental Consent :

Parents and Carers sign a consent form on admission.

OEAP National Guidance Document

## 7 Visits and staffing

### CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist :

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

All adults must have a school DBS

## 8 The visit

### 8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.



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## 8.2 During the visit

Young Children must be kept in escort's group at all times.

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups. Courtesy to the public must be shown at all times, care taken not to block pathways, etc. Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible. Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

## 8.3 On return

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

## 9 Financing the visit

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.

## 10 Insurance

### Introduction

Insurance across the Trust is provided under the DFE's Risk Protection Arrangement (RPA) for Academy Trusts. It provides cover for accidents or injuries arising during site visits, across the UK, whether to employees or pupils.

Determining whether or not the Trust is liable in any given case will depend on the circumstances, and on whether it can be shown that the Trust has been negligent.

### Personal

In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

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There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

#### Indemnity

The written consent of parents by the school should always be obtained for the participation of pupils in any activity out of school or outside the planned curriculum. Schools should have appropriate forms available for this purpose.

Any specific questions about insurance should be directed to the Trust Central Team.

## 11 Transport

### See School Transport Policy -

Also see guidance from OEAP.

We do not transport pupils in private cars, without the express written permission of the CEO, School head and EVC. All drivers of minibuses must have a "reward and hire" licence

## 12 Emergency / Critical Incident Procedures

See OEAP National Guidance document:

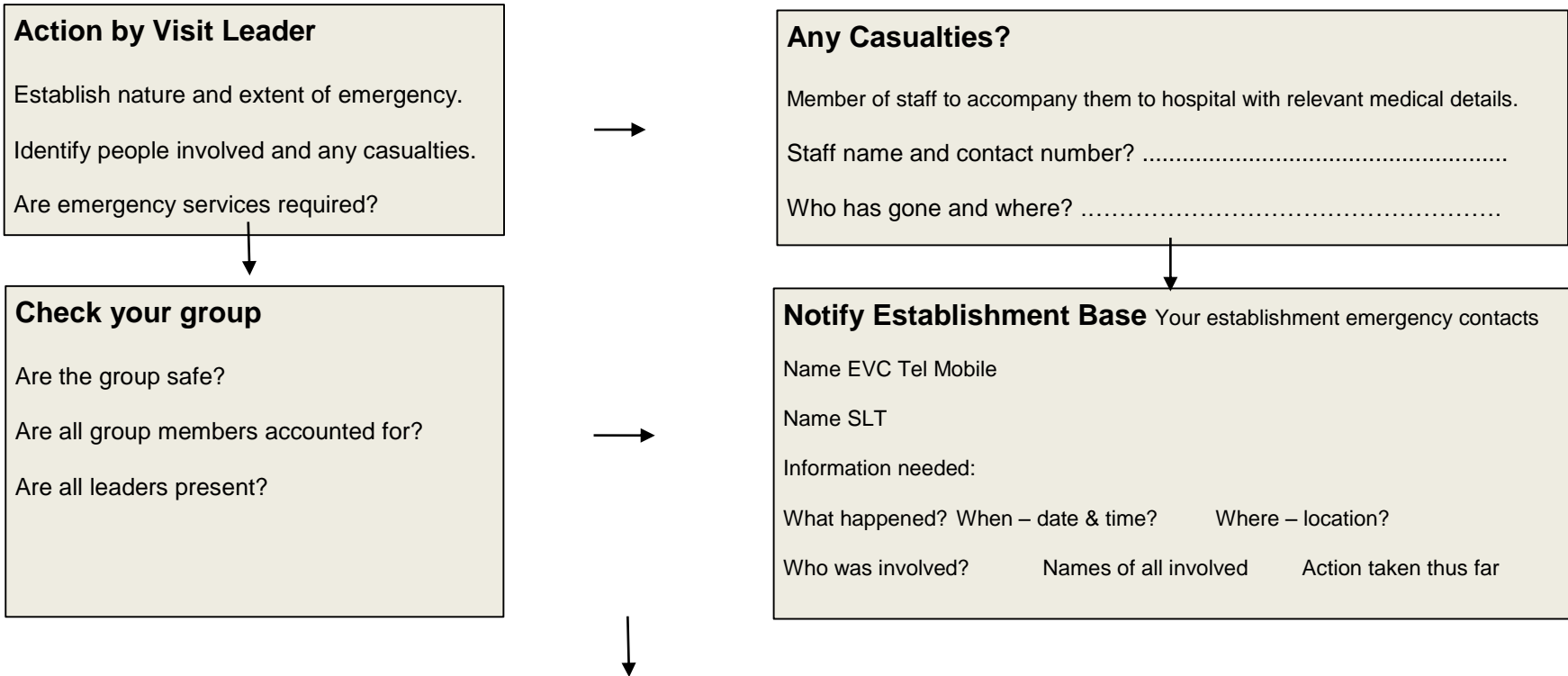
- All leaders must carry the school's 'Critical Incident policy' – With Emergency Telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

## 13 Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations. Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

# EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



## Action by Establishment

Agree contact numbers to use and pattern of future contact

Is this a Critical Incident?

Launch the critical incident plan  
Follow and adapt if necessary.  
Involve outside support if required

← Yes

No →

Agree actions with Visit Leader, e.g.  
Contact with parents?

Seek advice from Education Officers?

Seek advice from OE Advisors?

Media management by establishment?

Insurance?

### Ongoing

Record of incident.

Follow up paperwork

Actions taken

Review incident