



## Oakwood Junior School Educational Visits Policy

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Approved by:	
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### **1. Context**

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Oakwood Junior 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 trust and opportunities to examine the concept of trust (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 participant's 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. ie. 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.

## **2. 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, Oakwood Junior School:

- Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
- Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA).
- Uses EVOLVE, the web-based planning, notification, approval, and monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## **3. Types of Visit & Approval**

There are three 'types' of visit:

- **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**  
These follow the 'School Learning Area' Operating Procedure (Appendix 1).

- **Other non-residential visits within the UK that do not involve an adventurous activity. Eg. Visits to museums, farms, theme parks, theatres, etc.**  
These are entered on EVOLVE by the visit leader and submitted to the EVC (Nicola Fray) for checking. The EVC then submits to the Head for approval.
- **Visits that are overseas, residential, or involve an adventurous activity.**  
These follow point 2. The Head then submits the visit to the governors of the school, Academy CEO and Trustees for approval.

#### **4. Roles and Responsibilities**

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC 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.

It is the Visit Leader responsibility to inform the Educational Visits Coordinator through the school office if there are any changes to the visit plan ie. Lateness of arrival back at school. The school office will then inform all the relevant parents via ParentHub. A member of the SLT will remain at school to welcome the visit back.

**The Educational Visits Coordinator (EVC)** is Nicola Fray, who 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 Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the governors, Academy CEO and Trustees for approval.

**The Governing Body's** role is that of a 'critical friend'. The Educational Visits Governor – David Blackwell has 'read-only' access to EVOLVE.

The governing body's role includes:

- Ensuring that arrangements follow the expectations set out in the policy.
- Regularly discussing the place of off-site visits and outdoor learning in relation to the establishment's ethos, aims, program and effectiveness.
- Being aware of their role and responsibilities for off-site visits and outdoor learning, including any particular responsibilities if they are the employer of establishment staff.
- Ensuring that Oakwood Junior School has a policy for off-site visits and outdoor learning, which includes a policy for charging for visits and activities.
- Ensuring staff and governors have training to develop their understanding of off-site visits and outdoor learning and its associated guidance.
- Supporting and challenging Oakwood Junior School's Head to provide safe high-quality off-site visits and outdoor learning. o
- Ensuring there is an Educational Visits Coordinator (EVC) in place who meets with employer requirements.

- Understanding that Pupil Premium and Pupil Premium Plus can be used to support the provision of off-site visits and outdoor learning, and recognise the benefits that this can bring for pupils.
- Having arrangements and consider adjustments for young people with special needs, including medical and behavioral needs, so that Oakwood Junior School's visits are inclusive.
- Offsite visits and outdoor learning are included in our meeting agendas and are a standing item in the head's report.
- Establishing procedures are in place to monitor the safety, quality and effectiveness of its off-site visits and outdoor learning.

**The Odyssey Collaborative Academy Trust** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## **5. Staff Competence**

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

## **6. Emergency procedures**

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from Odyssey Collaborative Trust, the CEO and the board of Trustees.

## **7. Educational Visits Checklist**

Oakwood Junior School's Educational Visits Checklist (appendix 3) forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. A visit should only go ahead if the answer to all relevant questions is 'YES'.

## **8. Parental Consent**

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for certain other routine activities, eg. after school fixtures, etc. Parents have the option of consenting through a paper consent form which comes out annually as part of the pupil information update.

Specific, parental/carer consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting through a paper consent form or if appropriate and with the Head's agreement verbal consent can be given.

## **9. Inclusion**

Oakwood Junior School is an inclusive school and all reasonable adjustments will be made to enable students to access educational trips and visits. There is however, a clear distinction between different types of trips and therefore the reasonable adjustments made by the school would depend on whether they were essential to the curriculum.

- An activity provided as part of the National Curriculum or a formal course, a statutory requirement. This should be quite rare (and would normally be funded by the school or course fee). Inclusion of all is required.
- Ventures where comprehensive coverage, for example a whole class or group, is desirable but suitable alternatives are available at school. National Curriculum and similar entitlement is not lost as this is an enhancement or enrichment activity. Inclusion of all is desired but not required. Choice or other factors may mean that not all attend. (For example pantomime)
- Enhancement or enrichment activity that is a clear choice or extra – optional. Choice and other factors will mean that not all attend.

It is important to distinguish between these curriculum-focused discussions and those of the health and safety of the child or young person concerned and their effect on other children or young people, as well as staff. Any decision on inclusion when such factors are included must, as normal, take 'every reasonable step' to include that young person. However, if those reasonable steps cannot ensure their safety and/or that of others, then that may be the reason they cannot attend that particular venture. Oakwood Junior School's EVC would seek clarification and advice from the Outdoor Education Advisers Panel (OEAP) in individual cases. All decisions would comply with the 2010 Equality Act.

## **10. Charging / funding for visit.**

The costing of off-site activities should include any of the following which apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;

- any refreshments the school has opted to pay for.

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This will be made clear to all parents. No child may be excluded from a curriculum activity because of the inability of a parent /carer to make a contribution. In this case parents/carers will be asked to contact the Head.

The timetable for the payment of contributions should allow for the Head to make a decision about the financial viability of the activity in a reasonable time.

## **11. Transport**

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, unless agreed by the Head, and to insist that they be worn by all those participating in the visit.

Our minibus meets LA guidelines, and each seat has a belt. Where appropriate each child has a booster seat. We instruct all children to attach their seat belt and fastening will be checked by a member of staff before the start of each journey.

The school may make charges to parents if their child is transported in the school minibus for sporting fixtures. The charge will only cover the expenses of the journey; no profit will be made from this charge.  
(See Minibus Policy)

## **12. Insurance**

Oakwood Junior School has indemnity insurance with RPA in accordance with all the Odyssey Collaboration trust schools.

## **13. Cancellations or Withdrawals**

In the event that a student cancels their participation on an Educational Visit, any monies due to be refunded should be returned either by cheque or via online account to the parent/carers who made the payment.

The amount of refund is dependent on how late the student is withdrawn from the activity, whether a replacement student can be found and what costs have already been met by the school which cannot be reclaimed.

The school reserves the right to withdraw any student from an Educational Visit if the student repeatedly displays poor standards of behavior in school and it is considered that this behavior would pose a serious Health and Safety risk on an Educational Visit. In such a circumstance the school will not refund any payments to parents already made to the tour operators or external suppliers.

For residential trips not paid for in full 1 week prior to the date of the activity, the school reserves the right to withdraw any student from an Educational Trip / Visit.

## **14. Monitoring and Review**

Outdoor learning/off-site and educational visits are to be monitored by trip leaders and the EVC in the following ways:

- Individual staff reviews contribute to the feedback on the quality of ventures and recommendations for the future
- The Head teacher or EVC reports to governors on an annual basis as to the effectiveness of the overall programme
- Any good practice is celebrated by sharing with other trip leaders through staff meetings/Briefings.
- Complaints are reviewed through the schools complaints procedures
- The policy is reviewed every two years or as required if regulations, guidance or circumstances change.

## **Appendix 1 – School Learning Area**

### **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 consent. However, parents will always be notified in advance via letter home/email (Parenthub/Class Dojo).
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE unless the trip/visit contains more than an everyday level of risk.

### **Boundaries**

The boundaries of the School Learning Area are up to a 3 mile radius of the school. This includes, but is not limited to, the following frequently used venues outside of this radius for the purpose of PE fixtures:

- Noel Baker LEAD Academy
- Elvaston Park
- Oakwood Infant School
- Moorways Stadium

### **Operating Procedure for School Learning Area**

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- 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:

- Agreement by the Head must be given, or in their absence a member of the SLT, within 2 weeks of the visit/activity and approval must be given before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- This policy and a copy of the School Learning Area information will be on the school website and included in new pupil starter packs.
- There will always be a minimum of two adults.
- Staff are familiar with the area, and are aware of any increased risk areas.
- 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.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office have a note of the number.

## **Appendix 2 – Emergency Procedure**

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office 01332 571231. If the Office is unable to be

contacted then ring Head teacher on \*\*\*\*\* or Deputy Head on \*\*\*\*\*.

2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from Odyssey Collaborative Trust/emergency services in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry an OEAP National Guidance Emergency action card.



**Appendix 3**  
**OAKWOOD JUNIOR SCHOOL EMERGENCY ACTION CARD**

1. **REMAIN CALM** - Assess the situation.

2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
  - accounted for
  - safe
  - adequately supervised
  - briefed to ensure that they understand what to do to remain safe.
  
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
  
4. Call emergency services as appropriate.
  
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
  - a. Preserve life
  - b. Prevent the condition worsening
  - c. Promote recovery

Essential First aid:

  1. Casualties need to be able to breath – if they are unconscious this means being put into a safe airway position
  2. You need to try to find and stop any serious external bleeding
  3. You need to protect the casualty from the environment - keep them warm
  4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

SCHOOL OFFICE	01332 571231
HEAD	*****
DEPUTY HEAD	*****
EMERGENCY SERVICES	999
MY MOBILE NUMBER	
ESTABLISHMENTS CONTACT NUMBER	

Once the immediate situation is contained:

**Inform the school.** They will need the following information:

- Who you are, which establishment you are from and what your role is within the group
- What number can you be called back on? School or personal mobile?
- What is the nature of the emergency?
- How many casualties there are and their status
- The total number of people in your party
- Your current location
- Whether you are staying where you are or moving – if you are moving where to?
- What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, and transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.

- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.
- Refer all media, parental or other enquiries to Odyssey Collaborative Trust CEO

Appendix 3 – Guidelines for parent volunteers.



**OAKWOOD JUNIOR SCHOOL**  
Holbrook Road, Alvaston, Derby DE24 0DD  
Tel: 01332 571 231  
[admin@oakwoodj.derby.sch.uk](mailto:admin@oakwoodj.derby.sch.uk)  
[www.oakwoodjuniorschool.co.uk](http://www.oakwoodjuniorschool.co.uk)  
**Headteacher: Mrs Atwal**

Dear Parent / Carer,

Thank you for giving up your time and volunteering to assist with our school visit. Your contribution is invaluable in ensuring the safety and welfare of our students while they are off the school site. We have listed some guidelines to help you understand your tasks and responsibilities:

- Listen carefully to any staff briefings and read any documentation provided to you. If you are not sure what to do ask a member of staff.
- You are not expected to enforce discipline, this is a staff responsibility so please report any poor or unsafe behaviour to the teaching staff
- If you have any concerns please report them to a teacher as soon as possible
- Assist in ensuring all students stay as one group unless they have been instructed to do otherwise
- Be observant to ensure no student gets separated from the group
- Do not put yourself in a situation where you are alone with one student and ensure you are behaving and speaking in an appropriate way to the students as this is good way to 'safeguard' yourself
- Monitor the actions and behaviour of the students to ensure they do not put themselves in danger
- Do not put yourself in danger
- Do not attempt any first aid or medical assistance if you are untrained: refer to the trip leader
- The teacher in charge will ask/direct you to tasks throughout the visit. If you are asked to do something about which you feel uncomfortable please relay this to the teachers
- Ensure you have a mobile number for the teacher in charge
- Ensure you have given the teacher in charge a mobile number on which you can be contacted. Your mobile number will be not be shared with anyone but if you do not wish to give your mobile we can supply you with a school mobile for the duration of the visit
- Ensure you have an emergency contact number so you are able to contact the school should there be an incident
- Ensure you have provided the trip leader with a named emergency contact for yourself
- Take part in the activities, if appropriate, should you wish
- Enjoy the visit

Thank you again for your assistance and we hope you enjoyed it enough to help in the future.

Yours sincerely,

Mrs Fray (Outdoor Visits Coordinator)