



St John's Church of England Primary School

## **Off-Site and Residential Policy**

Written in accordance with EVOLVE

<b>Date Approved:</b>	<b>June 22<sup>nd</sup> 2016</b>
<b>Headteacher:</b>	<b>Mrs Helen Langeveld</b>
<b>Chair of Governors:</b>	<b>Mrs Julie Griffiths</b>
<b>Review Date:</b>	<b>June 22<sup>nd</sup> 2019</b>

### **Love, Respect, Value**

St John's Church of England Primary School is committed to high expectations for all and to embracing equality

*Church schools should be places of delight in the discovery of knowledge - places where boundaries of understanding are ever expanding and the implications of our knowledge are also examined – John Cox (page 70, 'More than Caring and Sharing')*

### Purpose:

The purpose of the policy is to ensure the highest regard to safeguarding for the community of St John's when on educational visits and on residential trips.

### Aims:

We believe that educational visits are an integral part of the enriched curriculum and learning experience for every child. Appropriately planned visits enhance learning and improve progress, and so form a key part of what makes St John's Church of England School an engaging and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Creating new opportunities for learning outside of the classroom environment
- Enhancing and embeds learning
- Increasing critical curiosity and resilience
- Providing opportunities for making sense of the world, creativity, developing learning relationships and practicing strategic awareness
- Developing personal relationships and levels of trust
- Improving achievement and attainment across a range of curricular subjects
- Pupils are active participants not passive consumers, allowing a wide range of new learning can flourish
- Enhancing opportunities for 'real world', 'learning in context' and the development of the social and emotional aspects of intelligence
- Possibilities for genuine team working, including enhanced communication skills
- Improving environmental appreciation, knowledge, awareness and understanding of a variety of environments
- Physical skill acquisition and the development of a fit and healthy lifestyle.

As always our priority at St John's is to ensure that all visits are Safe, Educational and Engaging for all.

### 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, St John's School:

1. adopts National Guidance [www.oeapng.info](http://www.oeapng.info)
2. uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

The Educational Visits Coordinator is referred to as the EVC in this policy. 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:

- visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. These will include St John's Church, neighbouring streets, parks and localities of Watford.
- 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 Headteacher for approval
- visits that are overseas, residential, or involve an adventurous activity. These follow point 2 above, but the Headteacher then submits the visit to the Trust for approval.

### 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 to inform of the plan so they feel comfortable and well informed.

During the sleepover the Head of EVC 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, and for entering these on EVOLVE at least 21 days prior to the visit. They should obtain outline permission for a visit from the Headteacher 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. All risk assessments must be seen by the EVC and the SENCo 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 Headteacher 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/s 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, high-vis jackets 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 Headteacher, EVC and parents.

After the visit, leaders must ensure they inform the EVC and Headteacher of how the trip went and fill in an 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 Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The **Headteacher** has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the school's insurers to gain approval.

The **Governing Body** will approve the Educational Visits policy and will ensure it is reviewed annually. They will also approve residential visits.

The **Trust** will use EVOLVE for all visits that are either overseas, residential, and/or involve an adventurous activity.

### 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. The plan will be reviewed and tailored for each visit. All staff on visits are familiar with this plan and it is tested at least biannually 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 St Albans Diocese Director of Education and the DfE.

### Food

The school will provide a packed lunch for children in Reception and KS1. Children in KS2 should either order a packed lunch or bring their own. No nuts should be included in packed lunches. No fizzy drinks should be included. Packed lunches will follow our healthy school ethos.

**Food should not be shared with other children due to health and safety and allergies.**

### 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. The following ratio of adults to children should be used:

Nursery	1:2
Reception	1:4 (7 adults for 30 children)
Key Stage One	1:6 (5 adults for 30 children)
Key Stage Two	1:8 (4 adults for 30 children)
Children who need support*	1:1

(\*i.e. children with Special Educational Needs)

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. All parent volunteers to be given an 'Educational Visits' information leaflet to ensure what they roles and responsibilities are during any visit.

#### Mobile Phones and Social Network

- Under no circumstances should any adult responsible for children use their mobile phone to take photographs or make phone calls
- No photos should be posted on social media such as 'Facebook' and 'Twitter' and instant messaging services such as 'WhatsApp'
- Any information about a child should only be passed onto the child's parent or guardian through the class teacher or Headteacher
- If you need to make an emergency call please speak to the Lead teacher who will support you in anyway possible

#### First Aid

First aid provision should be considered when assessing the risks of the visit. St John's will have travel first aid kits available. 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.

Individual medicines, EpiPens and inhalers for example, must be accounted for and provision made for access whilst securing the medicine to only the named person.

Trips for the Early Years must have at least one qualified paediatric first aider.

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 School Learning 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.

At St John’s we 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.

## Farm/Animal Visits

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Refer to EVOLVE National Library: ‘Preventing or controlling ill health from animal contact at visitor attractions – Advice to Teachers’ and associated documents.

Refer to: Farming & Countryside Education: [www.face-online.org.uk](http://www.face-online.org.uk)

‘Farm Visits’ in National Guidance [www.oeapng.info](http://www.oeapng.info)

## Charging/Funding for Visits

Parents will also be asked for a voluntary contribution for all off-site visits that incur costs to the school.

## Transport

St John’s will only use a reputable company for coach hire and will insist on their employees holding a relevant DBS check. All will wear seatbelts and remain seated whilst the coach is moving.

St John’s staff (as when in school) will never use their own transport to take a child to hospital whilst on a trip. Should the medical need arise an ambulance will be called using 999.

#### Travelling on Public Transport

When travelling 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** – St John’s do not use private cars to transport pupils.

#### Insurance

The school will hold insurance for trips through the RPA (Risk Protection Agreement). For adventurous trips or trips abroad or residential, the school will ensure that sufficient insurance is in place.

#### Monitoring and Evaluation:

This policy will be reviewed annually by governors or more frequently if an earlier review is deemed appropriate.

Signed and date	The policy document must be signed and dated by the head teacher and chair of governing body. A review date should also be stated.
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#### Legislation

**Health and safety: advice for schools** – Ref: DFE-00035-2014 PDF, 254KB, 11 pages