

Policy Agreed on date: 4th October 2017

Agreed review date: October 2019

Signed Chair of Governors or Committee Chair:



Signed Headteacher:



Rationale

At Lovelace Primary school, we aim to offer a broad range of educational visits and other activities that enrich the curriculum for our children, and complement what they learn in school. We believe educational visits and other opportunities for learning outside of the classroom both enhance and support the curriculum, and can make a significant contribution to children's enjoyment of their learning and the outcomes they achieve. Our teachers will ensure that the educational benefits to the children are maximised and that the visits are well planned and executed.

Aims

We aim to develop, as an entitlement for all children, day visits and residential visits for KS2.

We offer all children a range of experiences that are frequent and progressive and that enable them to:

- Visit new places, broaden their horizons, undertake new activities and enjoy new challenges
- Develop their confidence, self-awareness, independence and skills
- Learn new ideas, facts or concepts, and relate classroom learning to the outside world
- The experiences will be integrated to their learning in school, increasing children's' motivation and willingness to learn, raising their aspirations and raising their attainment
- Children will have opportunities to reflect on these experiences and celebrate their achievements through their work in school, and through displays, presentations, web-sites, open days and assemblies

To achieve these aims at Lovelace we;

- Plan the curriculum so that it includes progressive experiences for all children through 101 experiences
- Include at least one opportunity for all pupils to participate in an off-site visit during the year and local visits, one per term
- Aim to provide every child in KS2 with the opportunity to experience a residential visit (staying away from home for at least one night) once a year
- Ensure that all experiences offered are high-quality, and where these are not led by our own qualified staff, will make use of providers who have the necessary skills, training and confidence to ensure that experiences are of a similar standard (LOfC Quality badge)
- Offer visits that are cross curricular (where possible) and have both educational and social aspects of learning embedded in them eg, building confidence, environmental awareness, personal qualities, health and fitness, motivation for learning and broaden horizons.

Approval of Residential or day visits:

The Governing Body of Lovelace

Governors at the school are committed to ensuring that children experience a rich and stimulating curriculum that includes a comprehensive range of educational visits. Governors will ensure that systems and staffing lead to visits being worthwhile and of high quality that are rigorously planned and effectively managed. We will also ensure that visits are inclusive in nature and that all children have access to the same level of opportunities. Following the responsibilities explained in National Guidance (www.oeapng.info) the chair of the Governing body is responsible for the final approval through EVOLVE of all residential visits. In the absence of the Chair, approval will be delegated to a Committee or individual governor. All delegation should be contained in the Committee Terms of Reference.

Head teacher & Educational Visits Co-ordinator

The authority to approve day visits is delegated to the headteacher. This in turn may be delegated to the Educational Visits Co-ordinator - Carol Webb- Assistant Headteacher. At Lovelace, both the headteacher and the EVC have attended EVC training. In addition, one member of the Office Team, dealing with trip administration, is also trained.

Local Authority - EVOLVE

The school has adopted as its guidance the Educational Visits Guidance provided by the Local Authority. The school is required to inform and to seek approval from the LA, through the Kingston Outdoor Consultant for Education, for residential visits and visits to London (approval of all visits will be centrally recorded).The guidance on EVOLVE describes the role and responsibility of the Governing Body, Head Teacher and Educational Visits Coordinator, and includes practical advice on the many aspects of planning and managing visits.

Equal Opportunities

We recognise that every child has the right to join in all activities provided by the school, including outings and visits. We will make every effort to ensure that all visits are suitable and appropriate for the needs of the children concerned regardless of their ability or needs. The Inclusion team, class teacher and support staff will meet with parents of children with EHCP's before a residential visit, to ensure provision is in place for children with SEND. We will make every effort to keep the costs associated with visits to a minimum to maximise participation.

Risk Assessment Process

- The 'Education Visit Initial Request form 1' should be submitted to the head teacher before any booking or deposits/payments made to any provider. The full Education Lovelace Risk assessment should be used as the starting point for risk assessment on all **day** educational visits. Visit leaders must review the document and consider whether or not amendments or additions to the assessment need to be made when considering the nature of the visit and those children that are to participate. Any amendments or additions must be recorded. Completed risk assessment should be agreed by the EVC and head teacher and should finalise cover of staff going on trip ensuring expertise is left in school to cover the other areas of need. Parent helpers will be identified and current DBS status checked by the key member of office staff with this role. Appointments with parents of children with EHCP supporting their specific needs should be held as required.
- **Local Area Visits or Fieldwork (within the vicinity of Hook & Chessington)** The **Local Visit Risk Assessment** should be completed and the '**Outing in the local community**' form and left with Holly in the office on the day. Parents give permission for local visits in their child's school application and this is kept on record. Direct contact should be made to gain permission for those few parents who do not give permission.
- **A Residential Risk Assessment** form, identifying specific pupil needs, should be completed for all **residential** trips. This is a more complex risk assessment covering the many aspects of RV, including adventurous activities, whether in the UK or abroad and specific pupil medical and dietary needs.
- **Sports Matches & Tournaments**- Sports EV Risk Assessment should be completed at least two weeks prior to the competition, All pupil's names should be included and individual SEND needs identified. Permission will be sought from parents, including transport arrangements and for car boosters to be provided by families as required. Staff trained on RAKAT and staff driving own cars will be shared across competitions.

Day visits- visit planning

Day visits are an integral part of the creative & WOW curriculum we offer our pupils at Lovelace. They offer pupils unique experiences beyond the classroom. It is important that the educational aims are clear and agreed at the start of the planning process.

Individual class teachers act as Trip Leaders for their class (the only exception being where a teacher is an NQT). Planning the visit and risk assessments etc., may be undertaken collaboratively. Ideally visits should be a single class going on a visit in a single day but there may be occasions when a two or three classes in a year group go on the same day. Even when two or three classes go on a visit, each class needs to be led by their teacher as 'trip leader' otherwise the group may become too large / unmanageable. The procedure for planning, writing risk assessments and running an effective day visit are set out in **Appendix 1**. Advice on national security will be checked on EVOLVE and newsfeeds and adhered to with an alternative journey/s planned if required.

Residential Trips / School Journey- visit planning

A rolling residential trip program is in place for KS2:

Year 3- Sleepover in school

Year 4- one night overnight stay in local area eg Thames Young Mariners

Year 5- week stay in UK with more adventurous activities eg Bowles

Year 6- week stay in France eg PGL Paris

A Residential Trip leader will be agreed by Headship Team who will take responsibility for overseeing the visit including planning, risk assessment and parent information evening. All visits must be entered into Evolve more than one month before departure and agreed by the EVC, Head, Chair of Governors and Outdoor Education Adviser for LA.- this ensures that visit planning meets best practice, and that record keeping of visits is thorough. The finalised itinerary should also be submitted to EVOLVE with the risk assessment of the provider eg PGL. The procedure for planning , writing risk assessments and running an effective residential visit are set out in **Appendix 1**. The visit leader will ensure that the pupils welfare is in place, including medicines and specific dietary needs are planned. See Guide OEAP-National Guidance for Educational Visits.

Child Protection & Safeguarding

The safeguarding policy should be followed when a disclosure is made during a school trip or residential:

- all safeguarding or child protection concerns must be brought to the attention of the Designated Safeguarding Lead (Hayley Siddle or Kirsten Hurford) **immediately** following a disclosure, or if there is a worry or concern
- a call should be made to the DSL at school and must be followed up with a pink form **on the same day** and electronically sent through during the next activity break and preferably before 3pm.
- DSL deputy is Matt Sedgwick if Hayley or Kirsten are unavailable and if Matt is unavailable then Rob, Alison or Carol

Staff development

- Staff knowledge and skills – many staff are experienced in organising, planning and leading visits and LOtC activities. All visits will be led by a suitably experienced member of staff, and more recently qualified staff will be given opportunities to work alongside colleagues to develop their skills and confidence. Where training needs arise, these will be brought to the attention of the EVC/ Head for inclusion in staff development planning
- Reviewing and monitoring procedures – all visits should be reviewed against the desired learning outcomes, and to record any concerns related to the visit planning or management eg unforeseen eventualities

Communication with parents, obtaining consent and payment.

Parents and carers must always be informed before their child takes part in an off-site visit and to give their consent to allow their children to participate in off-site visits. A system is in place to obtain annual consent from parents for their children to participate in local visits. Parents will always be informed before a visit takes place and when separate consent is not required, then parents will sent a text so that if there is any change to this consent or any change to the medical information or parental contact details already held for their child records, can be adjusted.

The initial letter should be sent out 5-6 weeks prior to the trip to inform parents of any payments that may be required to finance their child on the trip. Payments are voluntary but parents should be aware through a disclaimer that a trip may be cancelled if there are not enough voluntary contributions to make the trip financially viable. All parents should be encouraged to make some form of contribution through a follow on reminder letter, text and if required an individual meeting with parent to discuss a voluntary contribution, including incremental payments.

Record keeping following an accident/incident

Whenever there has been an accident or incident on a visit, the Visit Leader must follow the Lovelace reporting procedure. If the accident/incident might, in the future, give rise to an insurance claim or a civil claim for damages or where the incident was reported to HSA, it is advisable to retain sufficient information about the visit and incident to allow the employer to investigate fully and if necessary defend their actions. The records should be kept until the young person reaches age 21 or for 3 years following the incident in the case of an adult. The following should be kept stored electronically with a back up hard copy:

- Full details of the incident and any related report/witness statements/follow-up actions
- The plan of the visit including risk assessment
- Names of the adults and children on the visit
- The programme of activities that took place on the visit
- The Educational Visits policy current at the time of the visit.
- A copy of the information about the visit sent to parents prior to the visit
- A copy of the completed parent consent form/s for anyone directly involved in the accident/incident

All visit/residential visit planning , risk assessments and evaluation of trips should be stored electronically on R drive- Teacher Resources- School Trips. Any personal information must be stored securely and kept in compliance with data protection requirements. Unless the guidance on accidents and incidents applies, parent consent forms need only to be retained until the visit covered by the consent has ended and then they may be destroyed.

Review, monitoring and evaluation- SDP

After every trip, the experience is evaluated by staff. The programme of day trips and residential visits will be reviewed annually (or in response to new guidance given by the LA and EVOLVE) to so that effectiveness can be measured as part of our wider self-evaluation process and support planning for improvement.

Essential Resources:

- OEAP- A handbook for Educational Visits Coordinators, Visit leaders, School Governors
- https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=kingstonvisits.org
- Additional Guidance- Educational visits to London and other major towns or cities in the UK- June 2017
- Training on Lovelace Visit Guidance and Timeline 5.9.17 Carol Webb – Appendix 1

Appendix 1: Training on Lovelace Visit Guidance and Timeline

Day visit

Initial Proposal for Educational Visit Form 1- A lead in time of 6 weeks is required to:

- ✓ Make initial enquiry with place of visit to find out availability
- ✓ Complete initial risk assessment **Form 1 Educational Visits**– template to be found on R drive- teacher resources- school trips
- ✓ **Give Form 1 to Rob/Carol before any booking.**

It is key to identify:

- ✓ Is the date clashing with any other events already in school diary - record in school diary – Holly / Reanne
- ✓ Check any advice on EVOLVE regards national security threat levels
- ✓ Staffing- identify trip leader (usually the class teacher/s)- will additional cover be required in school?
*playground/assembly/lunchtime/before school/after school/clubs and other duties- ensure cover is in place
- ✓ Other staff -will additional cover be required in school? * see above
- ✓ Pupils with EHCP- is first aid covered in staffing?
- ✓ Transport arrangements- Will a coach be required? See Wendy in office to check availability and price
- ✓ Or application for train/tube tickets with **TFL website, schools: Lovelace32KT9** (username and password)

- ✓ Work out costing per pupil – ensuring projection of number of children you think will go on trip will cover costs (GRT- non parent permission)

Complete Form 2 Risk Assessment -5 weeks prior to visit

- ✓ Complete risk assessment – Form 2 ‘General Educational Visit Risk Assessment’-template to be found on R drive- teacher resources- school trips
- ✓ Please complete **all** sections fully and if you have any questions –ask Carol/Matt/Kirsten for any help- especially regarding staffing.
- ✓ Organise dedicated ‘school contact’ if going on a London visit who will be your point of contact if security/medical emergency is needed during the day.
- ✓ When completed at this first stage please give risk assessment to Carol
- ✓ **Risk Assessments of visits to London by LA request have to be put on Evolve no later than one month prior to going on trip. Carol is happy to do this- educational aims, number of boys/girls, details of staffing are required.** Note check list at end of document- it is very useful!
- ✓ Make booking with place of visit
- ✓ Make booking with coach or TFL
- ✓ Send letter to parents giving full details, including educational outcomes of visit and request for parent permission/payment/and requests for parent helper- DBS?/ early indication of any medical needs
- ✓ Trip leader to complete order form for payments to go to venue (the office team can collate payments and send initial deposit to place of visit in plenty of time)
- ✓ Trip leader to complete order form for Angel security bands – 12p per pupil through Wendy – don’t forget to add cost to parent payments!

14 working days before going on the trip, complete any information not yet included on from ie parent helper names/change in staffing etc.

- ✓ check any national security alerts that now may be in place and plan alternative transport arrangements- *add to risk assessment*
- ✓ Finalise cover of staff going on trip- duties- playtime/lunch time clubs/clubs/intervention groups/assemblies- ensuring expertise is left in school to cover the other areas of need.
- ✓ Make appointments with parents of children with EHCP and identified their specific needs -add this to final risk assessment- KH may attend these meeting to support you.
- ✓ Go through pre visit check list on risk assessment to make sure all is completed- it is highly recommended that adults wear high viz jackets and don’t forget to pre charge EV mobile phone (stored in office safe)

- ✓ Brief children on learning opportunities, timetable for the day, behaviour expectations, what to do in an emergency or if they become lost, school uniform- including good walking shoes/coats etc

Day of Educational Visit

- ✓ Final security check (especially if travelling into London)
- ✓ Final briefing for adults- timetable for the day, behaviour expectations, what to do in an emergency or if a child becomes lost, group list, alternative travel plan. All adults to have mobile contact with each other
- ✓ Check risk assessment tick list- Don't forget to take Emergency Action plan, EHCP 's and medication, EVC mobile, angel security bands, high viz jackets
- ✓ Ensure your dedicated school contact person has all the up to date information (including any last minute changes eg children/staff attending/absent)
- ✓ Leave copy of risk assessment in office

On return to school and no later than 7 days after returning:

- ✓ Complete the evaluation of the trip on risk assessment form 2 (save on R-drive – teacher resources- school trips –yr X)
- ✓ Give selected photos and some explanatory text of the visit to Mr D in correct file (photos of children with parent permission)
- ✓ Give Holly the above so that the visit can be celebrated in the newsletter

Residential Trips / School Journey

Much of the above applies to Residential Trips however additional thorough planning needs to be in place to enable *all* children have their individual needs met including emotional needs, medical needs and specific diet requirements.

A Residential Trip leader will be agreed by Headship Team who will take responsibility for overseeing the visit including planning, risk assessment and parent information evening.

Currently a rolling residential trip program is in place for KS2:

Y3 1 night sleepover in School
Y4 1 night camping at Thames Young Mariners
Y5 Bowles Outdoor Centre for 5 days
Y6 Trip to France for 5 days

- Wendy / Office administrator makes initial enquiry with Residential Provider to find out availability & Trip Leader assigned
- Letter to parents outlining proposal including dates and full costs- -initial deposit will be required to secure booking
- Residential Trip leader to pre-arrange Parents information evening – secure a date 3 weeks prior to visit and ensure it is in the school diary via Holly (advertised in newsletter and text)

Form 2- 9 weeks prior to residential trip:

- ✓ Residential trip leader to complete **risk assessment** and give to Rob/Carol .
- ✓ Staffing- considering needs of children on the trip and keeping a balance of staff in school
- ✓ Pupils with EHCP- is specific first aid covered in staffing?
- ✓ Organise dedicated 'school contact' who will be your 24 hour UK point of contact if security/medical emergency is needed during the stay
- ✓ Transport arrangements-how are you going to get there- it is part of the package- new staff trained on RAKAT (Matt, Lisa, Jane)
- ✓ Additional risks associated with activities on RV- obtain risk assessment from external provider
- ✓ Office to collate payments and Wendy will ensure that any additional requirements eg copies of passports are in place

No later than 6 weeks before going on the residential trip –

- ✓ Make appointments with children with EHCP with parents/KH as required- SEN/Medical individual requirements to be recorded separately onto risk assessment-
- ✓ Finalise itinerary- with external provider

Give completed risk assessment to Carol-

Risk Assessments of residential visits have to be put on Evolve no later than 6 weeks prior to going on trip. Carol is happy to do this- educational aims, planned activities, number of boys/girls and details of staffing are required. This will be approved by Mick Bradshaw- Outdoor Education Advisor, Rob Meakin- Headteacher and Pete Wigginton – Chair of Governors

One month prior:

- ✓ Check health forms are complete and medicine stored in school is in date- if not contact parents so new medicine can be prescribed
- ✓ Check emergency contact details for children is valid
- ✓ Go through check list on risk assessment to make sure all is completed.
- ✓ Hold a parents information evening to give final details of trip including advice on medicines, kit list, pocket money etc
- ✓ Order 'Angel' security bands – include EC mobile number and school number
- ✓ Arrange food order with Jane Sapey- remembering specific dietary needs. Alternatively confirm with RV provider any dietary requirements.
- ✓ Check any additional national security alerts, and plan alternative transport arrangements
- ✓ Arrange a staff briefing for adults on the residential- timetable for the residential, behaviour expectations, what to do in an emergency or if a child becomes lost, group lists, and alternative travel plan. All adults to have mobile contact with each other.
- ✓ Arrange a pupil briefing for pupils on the residential- timetable for the residential, behaviour expectations, what to do in an emergency or if they become lost, collect 'friendship list' to prepare dorm sleeping arrangements- confirm that each child will be with a friend (share sleeping arrangements when at residential)

First day of Residential Trip

- ✓ Arrange check-in process for pupils medical forms, medicine, money, other
- ✓ Check parents 24 hour emergency number- they are not always accurate!
- ✓ check national security alerts and the risk assessment tick list
- ✓ Don't forget to take Emergency Action plan, EHCP's and medication, contact phones- EV mobile and security wrist bands, money and high VIZ jackets
- ✓ Food order (if required)
- ✓ Dorm sleeping lists for display on arrival

On site:

- ✓ Trip leader to ask....'What if.....' when arrive on site to adjust/add to risk assessment.
- ✓ Go through with the staff and children the risk assessment as appropriate
- ✓ Ensure to run through safety procedures on site including a Fire Practise so children know what to do should the alarm go off- especially in the middle of the night- where is the closest fire assembly point?
- ✓ Top tip- Shoes ready close to the bed
- ✓ Medicine in a 'grab bag'
- ✓ Identified local hospital in case of emergency
- ✓ Go through with the staff and children the risk assessment as appropriate
- ✓ Send selected photos and some explanatory text of the visit to Mr D in correct file (photos of children with parent permission)
- ✓

On return to school and no later than 7 days after returning:

- ✓ Complete the evaluation of the trip on risk assessment form 2 (save on R-drive – teacher resources- school trips –yr X)
- ✓ Give Holly the above so that the visit can be celebrated in the newsletter

Note- Appendix 1- this is a working document so by its very nature cannot be conclusive. It will be reviewed regularly or in response to new guidance given by the LA and EVOLVE.