



# Lumen Learning Trust

Learning together for a brighter future

## Educational Visits Policy

<b>DATE APPROVED BY LUMEN LEARNING TRUST</b>	15 <sup>th</sup> March 2019		
<b>REVIEW DATE</b> <b>Biennial</b>	15 <sup>th</sup> March 2021		
<b>SIGNED</b> <b>DEPUTY EXECUTIVE PRINCIPAL</b>	Sarah Kober  	<b>DATE</b>	15 <sup>th</sup> March 2019
<b>SIGNED</b> <b>CHAIR OF DIRECTORS</b>	Ray Vango  	<b>DATE</b>	15 <sup>th</sup> March 2019

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

## 1. 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 the Lumen Learning Trust and its schools 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 creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust.
- 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.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Our priority at Lumen Learning Trust is to ensure that all visits are safe, educational and enjoyable.

## 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 the Lumen Learning Trust:

1. Adopts the Local Authority's (LA) document: Surrey County Council document 'Guidance for Off-Site Visits and Related Activities (Including DofE) with links to OEAP National Guidance & EVOLVE 2018'. (All staff have access to this via EVOLVE).
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info)
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.
4. Funds a visit in accordance with the Lumen Learning Trust Charging & Remissions Policy.

The review frequency for this policy is every two years.

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.

## 3. Types of Visit & Approval

There are three 'types' of visit:

1. 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 - all staff to use the Event Specific Notes.
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 Head for approval.
3. Visits that are overseas, residential, or involve an adventurous activity. These follow point 2 above, but the Head then submits the visit to the Local Authority 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 first aider due to Health and Safety.

#### **4. Roles and responsibilities**

Visit Leaders are responsible for:

- Obtain outline permission for a visit from the Head Teacher or EVC prior to planning and making any commitments.
- Planning of the visit and entering the plan on EVOLVE at least 21 days prior to the visit
- Ensuring the visits complies with all relevant guidance and requirements, seeking advice from the Head/EVC where necessary.
- Carrying out a risk assessment signed by the EVC and Headteacher at least 21 days in advance of the visit. All risk assessments for any child with specific needs must be seen by the EVC and the Inclusion Leader three weeks before the visit to check all risks are actioned. The risk assessment will include
  - the ratio of adult to children supervision
  - the number of first aiders or appointed person needed.
- Ensuring the Emergency Card, mobile phone, first aid kit and pupil medication are taken on the visit.
- 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 notified as soon as possible so that the Headteacher, EVC and parents are communicated with effectively.
- Complete an evaluation sheet upon completion of the visit which is given to the Headteacher for review.

The Educational Visits Coordinator (EVC) is responsible for:

- Supporting and challenging colleagues regarding visits and learning outside the classroom (LOtC) activities and their viability.
- Being the first point of contact for advice on visit related matters
- Checking final visit plans on EVOLVE before submitting them to the Head
- Setting up and managing the staff accounts on EVOLVE, uploading generic school documents, etc.

The Head Teacher is responsible for:

- Authorising all visits
- Submitting those that are overseas, residential or adventurous to the school's insurers to gain approval

## 5. 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 card is located in the Main Office. All staff on visits are familiar with this plan and it is tested at least bi-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 the Executive Principal of the Trust as well as the Communications Officer.

## 6. Food

The school will provide a packed lunch for children in all Year Groups who receive the Free School Meal (FSM) entitlement as well as all children in Reception and KS1 who receive the Universal Free Meal (UFM) entitlement. Children in KS2 who do not receive the FSM entitlement should bring their own packed lunch from home. No nuts, fizzy drinks or glass bottles should be included in packed lunches.

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

## 7. Supervision

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 1 (Years 1-2)	1:6 = 5 adults for 30 children
Key Stage 2 (Years 3-6)	1:8 = 4 adults for 30 children
SEN children	1:1

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 will be given a copy of the Policy to ensure what roles and responsibilities are in place during any visit.

## 8. Mobile phones and social network

- Under no circumstances should any adult use their mobile phone to take photographs or make phone calls. The Visit Leader and class teachers will have any mobile phone on their person switched on to communicate with the school in the case of an emergency.
- No photos should be posted on social media such as 'Facebook' and 'Twitter' and instant messaging services such as 'WhatsApp' without first checking parental consent for the use of a child's image.
- Any information about a child should only be passed onto the child's parent or guardian through a member of the Senior Leadership Team (SLT) or the relevant school.

## **9. 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.

Trips for 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.

## **10. 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.

## **11. Inclusion**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. We are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require an educational establishment 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 Lumen Learning Trust 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.

## **12. Farm/Animal Visits**

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

The Visit Leader must refer to:

- EVOLVE National Library: 'Preventing or controlling ill health from animal contact at visitor attractions- Advice to Teachers'.
- 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)
- Lumen Learning Trust Animals in the Learning Environment Policy.

## **13. General visits**

These visits/activities:

- Take place during normal school hours.
- 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.

#### **14. Charging/funding for visits**

Any charge applied to a visit or trip and the fund available should be considered in line with the Lumen Learning Trust Charging & Remissions Policy.

#### **15. Transport**

The use of staff cars to transport pupils is strictly prohibited.

Travelling on public transport:

- The Visit Leader is responsible for escorting children safely to the correct point of departure and conduct regular head counts.
- Once the children have boarded the transport they must be seated wherever possible, with all staff and volunteers giving priority to the children.
- If at any point 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 proceeding group arrives. The Visit Leader must inform the school as soon as possible if the group is split up for any unplanned reason.

Travelling in private hire/school minibus vehicles:

- The Visit Leader is responsible for ensuring transportation allows one seat for every participant, including adults, and that seats have lap belts.
- Two adults, Including the driver, must travel on the minibus at all times.
- If more than one vehicle is used a list must be provided to the school office clearly showing the registration plates of the vehicles and a list of children and staff in each vehicle.
- Children are seated in a booster seat if under 135cm.

#### **16. Insurance**

The Lumen Learning Trust holds insurance for all school trips that take place domestically.

For trips overseas the EVC or Visit Leader must consult with the local School Business Manager to ensure the correct insurance is in place.