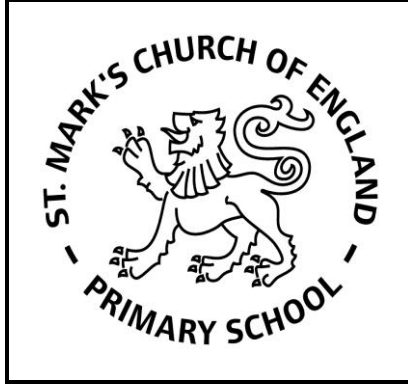


EDUCATIONAL VISITS & SCHOOL JOURNEY



**“Every Child,
Every Chance,
Every Day”**



Every Child, Every Chance, Every Day

St Marks CE Primary School **Policy for School Journey**

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 St Mark's CE Primary 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 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.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

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 Mark's School:

1. 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).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).

3. 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 school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are overseas, and/or residential, and/or involve an adventurous activity.

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 certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Matt Jones, 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 all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'.

It is the Governing Body that implements the school journey policy, but which acts in close co-operation with the headteacher in its fair and sensitive implementation, and in matters concerning equal opportunities and health and safety issues.

In adopting this policy, the governors have given consideration to cost implications and the commitment to providing a school journey for the future for pupils who pay into the scheme.

(Describe how governors fulfil their responsibilities in terms of challenging and supporting visits – see National Guidance www.oepng.info for additional information). Individual governors may request 'read-only' access to EVOLVE.

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

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.

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the are made through permission granted in the schools Home, School Agreement
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 14 days in advance, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

Emergency procedures

Plan 'B'

Despite the most detailed and meticulous pre-visit planning, things can go wrong on the day, e.g. Parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking, etc. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality

All staff involved in a visit should be aware of what action to take in the event of an emergency. Ensure the rest of the group are safe, decide if you need specialist help and either; contact the school, emergency services and/or parents (liaise with onsite First Aiders). For visits that take place outside of school hours the school mobile phone must be with the leader at all times.

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

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 local authority and the LDBS.

Educational Visits Checklist

St Mark's School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. St Mark's School's Educational Visits Checklist may be downloaded from EVOLVE Resources.

Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, 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. We will make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Disability Discrimination Act does not require the school 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.

Reception: A minimum ratio of 1:6

Number of children	Minimum number of teachers	Minimum number of other adults	Minimum total number of accompanying adults
Up to 30	1	4	5

Key Stage 1 and Year 3: A minimum ratio of 1:6

Number of children	Minimum number of teachers	Minimum number of other adults	Minimum total number of accompanying adults
30	1	4	5

Key Stage 2: A minimum ratio of 1:10

Number of children	Minimum number of teachers	Minimum number of other adults	Minimum total number of accompanying adults
30	1	2	3

The ratio of adults to children required must be decided according to:

- The nature of the visit and any safety hazards involved.
- The age of the children.
- The proximity of the visit to school.
- The means of travel.
- The nature of the class and whether or not it includes children with special educational needs and/or disabilities
- The experience and training of the adults accompanying the trip.

Any teaching assistant who is attached to a child with Special Educational needs and or disability SEND requiring a high level of support cannot be counted as part of the basic ratio of adults to children. This does not mean that they must only communicate/work with the individual child. SEND children like all others, have the right to mix with their peers when they go on visits with their class. However, it does not mean that the teaching assistant concerned needs to be able to focus a high level of attention, at all times, on the SEND child

Transport

The location of our school means we are fortunate to be surrounded by many different transport options including, tubes, and buses and over ground trains. Planned trips use a variety of transport methods usually booked through TFL using the schools free access system. Coaches and LA school buses are also used for weekly swimming lessons, whole school trips and residentials

Use of staff cars to transport pupils – Only in the case of an emergency and with parental permission will staff use personal transport to transport pupils

Insurance

Insurance for all visits is through Islington Council

David Clay

Stephen Walsh

7527 2566

Swimming Lessons

Children in Key Stage 2 swim weekly. Children travel to and from the pool by Islington school buses. Accompanying staff always consist of male and female members of paid staff.

Dismissal of pupils after evening activities

All pupils attending after school activities or trips finishing after normal school hours will have to be collected by an adult when the activity finishes. Children in Years 5 and 6 will be permitted to walk home alone with written consent from their parent/carer.

School Journey

At St Mark's we promote the opportunity for pupils in Year 6 to go on a five day residential School Journey as part of their National Curriculum Studies. The venue for our school journey is Osmington Bay PGL centre in Dorset.

School Journey is a valued part of the children's education and development. The children are given the opportunity to undergo experiences which otherwise might not be possible within the confines of school lessons.

St Mark's Year 6 School Journey promotes such opportunities for the children to develop both socially and academically. This valuable experience in the final term give children a sense of teamwork and community spirit before they transition into secondary education.

PGL standards fully comply with the DFE (Department for Education) guidelines. They follow national guidelines and operate fully comprehensive risk assessments. Their training programs ensure all staff place safety first. In this environment, children are not just safe, they feel safe. So they can really enjoy every new experience and their confidence can flourish.

The following website for PGL Osmington Bay gives general information about activities as well as information for parents and safety information:-

<http://www.pgl.co.uk/en-gb/adventure-holidays/centres/osmington-bay>

The following links provide specific information regarding risk assessments.

<http://www.pgl.co.uk/en-gb/group-residentials/leader-guide/risk-assessment>

<http://www.pgl.co.uk/Files/DocumentManagerDocuments/Web/Risk%20Assessments/PGL-Risk-Assessment-Osmington-Bay.pdf>

Local trips/Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues:

- Whittington Park
- Holloway Rd
- Seven Sisters Rd
- St Mark's Church

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- 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.).
- Dog mess

These are managed by a combination of the following:

- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- 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 extended learning locality 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 1 – Supervision Ratios

These show the minimum ratios of supervision for pupils. There may be occasions when, due to the nature of the visit, it would be sensible to have higher ratios. Generally the minimum number of staff should be 2. If in any doubt consult the Head teacher.

Reception: A minimum ratio of 1:6

Number of children	Minimum number of teachers	Minimum number of other adults	Minimum total number of accompanying adults
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Key Stage 1 and Year 3: A minimum ratio of 1:6

Number of children	Minimum number of teachers	Minimum number of other adults	Minimum total number of accompanying adults
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Key Stage 2: A minimum ratio of 1:10

Number of children	Minimum number of teachers	Minimum number of other adults	Minimum total number of accompanying adults
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The ratio of adults to children required must be decided according to:

- The nature of the visit and any safety hazards involved.
- The age of the children.
- The proximity of the visit to school.
- The means of travel.
- The nature of the class and whether or not it includes children with special educational needs and/or disabilities
- The experience and training of the adults accompanying the trip.

Any teaching assistant who is attached to a child with Special Educational needs and or disability SEND requiring a high level of support cannot be counted as part of the basic ratio of adults to children. This does not mean that they must only communicate/work with the individual child. SEND children like all others, have the right to mix with their peers when they go on visits with their class. However, it does not mean that the teaching assistant concerned needs to be able to focus a high level of attention, at all times, on the SEND child

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).
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 the local authority 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 'extended learning locality', the visit leader will carry:
 - An LA Emergency 'Card' (see EVOLVE Resources)

This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Reviewed and ratified by Governing body	Spring Term 2017		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Spring Term 2019		