



STRATFORD RURAL SCHOOLS FEDERATION

LOXLEY C OF E COMMUNITY PRIMARY SCHOOL
 SNITTERFIELD PRIMARY SCHOOL
 WILMCOTE C OF E PRIMARY SCHOOL

Small schools, big ambitions...

FEDERATION POLICY FOR EDUCATIONAL AND OFFSITE VISITS

Name of Establishment and Establishment type	<i>LOXLEY CE COMMUNITY PRIMARY SCHOOL (Voluntary Controlled) SNITTERFIELD PRIMARY SCHOOL (Community) WILMCOTE CE PRIMARY SCHOOL (Voluntary Aided)</i>
Who is the employer?	<i>WCC - LOXLEY & SNITTERFIELD Governing Body - WILMCOTE</i>
Responsibility for offsite visits	<i>EVC – Rowena Silk (Head of School, Snitterfield) Head of School – Loxley – Claire Woolley Head of School – Wilmcote – Anita Twyman Executive Headteacher – Sarah Plaskitt</i>
Date Trained	<i>EVC last updated: 12/12/2023</i>
Date policy approved by the Governing Body	06/03/2024
Review date	March 2026
Related Policies	<i>Safeguarding Volunteers Charging & Remissions</i>
Other Paperwork Attached (Appendices)	Appendix 1: Extended Area Locality Appendix 2: Signing out sheet for local area visits Appendix 3: Risk Assessment Appendix 4: Critical Incident Procedure Card

1 INTRODUCTION

1.1 The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any staff member of schools within the Stratford Rural Schools Federation reads this policy before contemplating or organising any educational trip or visit to be made by children from these schools.

- Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom*. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.) see website link : www.oeapng.info/
- The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) The 8 key points addressed in this document have been embedded in this policy.

NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.

2 RATIONALE FOR VISITS

- 2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.
- 2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at the schools within the Stratford Rural Schools Federation we offer a range of educational visits and other activities which complement what is taught in lessons.

3 VISITS & CURRICULUM LINKS

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which may include visits by specialists. For example:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums, historical buildings;
- Geography – use of the locality for fieldwork, field work further away which is contrasting;
- Art and Design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;
- Music – range of specialist music teaching, extra-curricular activities, concerts performed for others to hear and concerts where the children are the audience;
- Design and Technology – work with local secondary schools, visits from craftspeople;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to places of worship, visits by local clergy.

NOTE – when extra-curricular activities take place there should always be a member of school staff, other than the person running the activity, on the premises.

4 PLANNING A TRIP AND GAINING APPROVAL

4.1 The Governing Body - As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an overnight stay or overseas. The Governors delegate the responsibility to the Head of School / EVC for approving all other visits.

The Governors have adopted a Charging and Remissions Policy which can be found on school websites.

4.2 The Head of School or EVC - DfE guidance section 8 (2018) : [Health & Safety on Educational Visits](#)

- is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented;
- should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010;
- should ensure the suitability of all staff appointed to the visit;
- should ensure that the visit leader fully understands his/her responsibilities;
- should implement effective emergency contact arrangements;
- should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately;
- should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process **EVOLVE** is used to log, audit, approve the following:

Residential	Yes - formal approval by	EVC and Head of School
Adventurous	Yes - formal approval by	EVC and Head of School
Day Visits involving transport	No - formal approval by	Head of School
Local Area Visit	No - formal approval by	Head of School

5 CHOOSING A PROVIDER

After considering the reasons for the visit, the visit leader should check out the provider.

www.oeapng.info **4.4f 4.4g and 4.4h**- Note the need to check on insurance / Ts & Cs / Learning Outside the Classroom Quality Badge (LOtCQB) etc.

DfE guidance section 3 (2018) : [Health & Safety on Educational Visits](#)

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOtCQB or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

6 PARENTAL CONSENT

OEAP National Guidance Document

www.oeapng.info **4.3d-Parental-Consent**

DfE guidance section 2 (2018) : [Health & Safety on Educational Visits](#)

When to get parental consent

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school as most of these activities take place during school hours and are a normal part of a child's education at school. However, it is good practice to inform parents in advance of any offsite activities. Parents should be told where their child will be at all times and of any extra safety measures that are being taken.

7 VISITS AND STAFFING

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Visit Leaders should complete the Visit leader checklist:

www.oeapng.info **3.3e-Visit-Leader-Check-List** and **3.4k- Visit or Activity Leader**

The visit leader must recognise that whilst leading the visit, he or she is, in effect, representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. For Risk Assessment guidance see www.oeapng.info **4.3g Risk Management**.

Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, are confident and are accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

Visit Leader Training

Should be offered to all visit leaders and can be delivered by the trained EVC or by the Educational Visits Adviser. A [Juniper Education online learning module](#) is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity. (See EVOLVE Homepage for more details). This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

8 THE VISIT

8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit;
- full list of staff and any other adults with the groups of children for which they are responsible (see Appendix A);
- the itinerary for the entire day, including times not involved in the learning activities;
- a copy of the written briefing notes for staff and other adults;
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken;
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen plus mobile phone;
- Copies of Emergency / Critical Incident cards given to all leaders.

8.2 During the visit

- Young children must be kept in groups with their allocated adult at all times. Older children can be supervised less closely if suitable checks are in place, depending on the site and nature of the trip;
- There should be a system in place to safeguard young people at all times, e.g. with regard to toileting and potential interaction with members of the public. This should form part of the risk assessment process;
- Courtesy to the public must be shown at all times, taking care not to block pathways etc;
- Staff should ensure the safety and wellbeing of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible;
- All staff should have the emergency procedures card, which should be completed with relevant details (see Appendix 4).

8.3 On return to school

- A member of staff must lead the class either into the school building or to the playground where children can be collected by parents;
- A member of staff should ensure that each child departs with the correct adult;
- A member of staff must remain with uncollected children until all children have departed.

9 FINANCING THE VISIT

When stating the cost for each individual:

- explain how the cost has been calculated and that the school would like a **voluntary** donation from parents to fund the visit. Stipulate the federation's policy concerning parents who are unable to offer a voluntary contribution – that no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.
- Formal approval from the Head of School should be sought before deposits are paid.

10 INSURANCE

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools (teachers, pupils and parents) need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LA, school or professional association which is pertinent to their own circumstances.

Personal

Teachers and Teaching Assistants, in common with all other employed persons, are covered against industrial injuries through the general school insurance. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

Indemnity

Please see reference to Parental Consent : -
OEAP National Guidance Document

www.oeapng.info **4.3d-Parental-Consent**

11 TRANSPORT

See guidance from OEAP National Guidance -

www.oeapng.info **4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars**

12 EMERGENCY PROCEDURES

See OEAP National Guidance document :

<http://oeapng.info> **1a-Critical-Incident-Management-Employer**

- All leaders must carry the school's 'Critical Incident Procedure Form & Action Plan' (Appendix 4) – with Emergency Telephone contacts and an action plan, should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

DfE guidance section 6 (2018) : [Health & Safety on Educational Visits](#)

13 MONITORING & EVALUATION

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of residential visits, there is a strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leader,s and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits.

Any significant issues should be shared with the EVC, the Head/Manager and the employer's advisory team.

DfE guidance : [Health & Safety on Educational Visits](#)

Appendix 1: Extended Learning Locality (Local Area Visit)

Appendix 2: Signing Out Sheet for Local Area Visits

Appendix 3: Generic and Site/Person specific risk assessment

Appendix 4: Critical Incident Procedure Card & Action Plan

Appendix 1 - Extended Learning Locality (Local Area Visit)

General

Visits/activities within the 'Local 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:

- must be recorded on a 'Signing-out' sheet to be left with the office
- do not require specific parental consent. (Permission is sought for village walks on entry to the school)
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below)

Boundaries

The boundaries of the locality are the village extremities. This area includes the following frequently used venues:

Loxley – Church, Playing Field (including area used for Forest School)

Snitterfield – Church, Shop, Park, Sports Club

Wilmcote – Church, Park, Playing field, Mary Arden's Farm, canal path

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 Forest School/environmental fieldwork (nettles, brambles, rubbish, etc)

These are managed by a combination of the following:

- The Head of School and/or EVC must give verbal approval before a group leaves the school site
- Only staff judged competent to supervise groups in this environment are approved. This is generally considered to be all those staff employed in a teacher capacity – other staff are at the discretion of the Head of School.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school via consent which is requested.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practised appropriate management techniques.
- Pupils have been trained and have practised 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.

- 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 taken off site.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return. All schools have adopted the 'Signing out Sheet'.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles as necessary according to task).

APPENDIX 2: SIGNING OUT SHEET FOR LOCAL AREA VISITS

Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit & Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues: (eg pupil medical/behavioural needs)	

APPENDIX 3: GENERIC AND SITE/PERSON SPECIFIC RISK ASSESSMENT

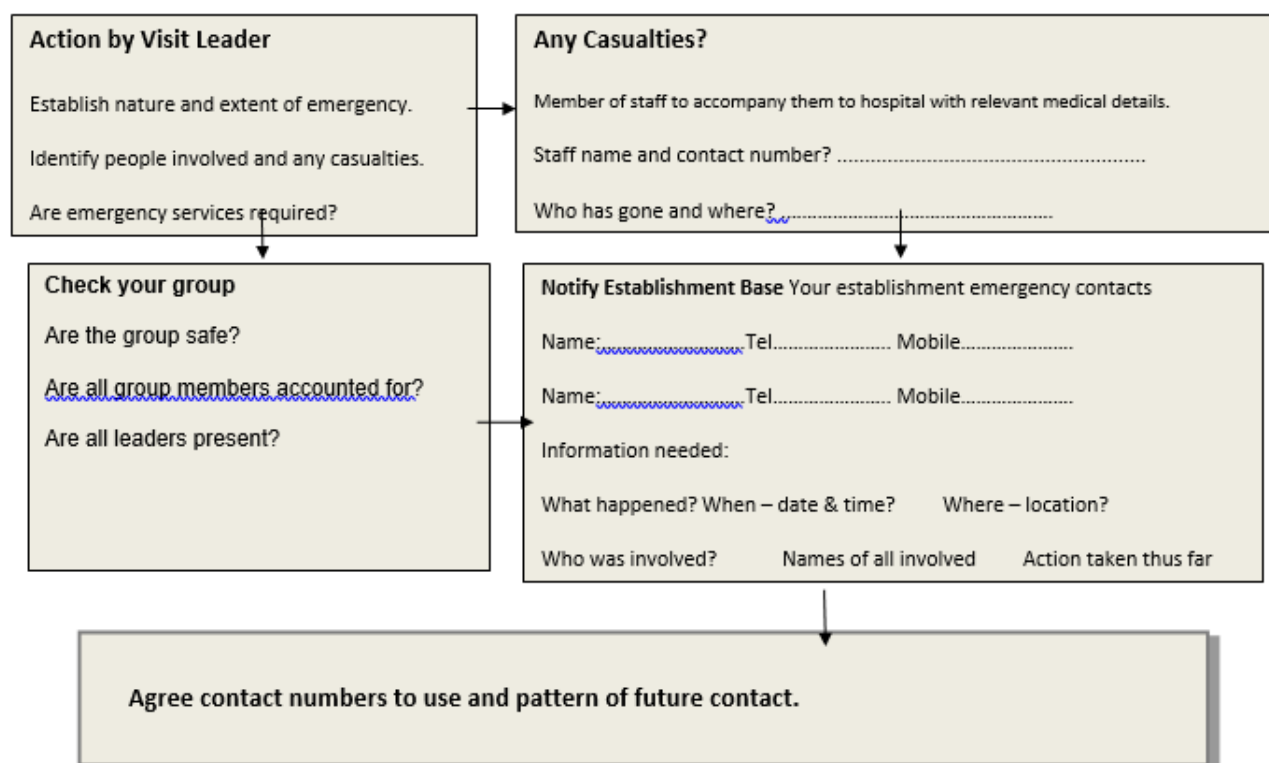
This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment, **WHICH MUST ALSO BE COMPLETED.**

ACTIVITY AND ENVIRONMENT:

1. Significant Hazards and Identification of Risks: <i>Those hazards and risks that may result in serious harm or affect several people</i>	2. Control Measures: <i>Controls, including relevant sources of guidance</i>

APPENDIX 4: CRITICAL INCIDENT PROCEDURE CARD & ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

