



Sherwood Park School

Sherwood Park Campus &
Sherwood Hill Campus

EDUCATIONAL VISITS POLICY

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SHERWOOD PARK SCHOOL

EDUCATIONAL VISITS POLICY

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Rationale

At Sherwood Park 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 (LOTC) both enhance and support the curriculum, and can make a significant contribution to children's enjoyment of their learning and the outcomes they achieve. Whatever or wherever the venue, our teachers will ensure that the educational benefits to the children are maximised and that the visits are well planned and executed.

Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance.

- Equality Act 2010
- SEND Code of Prac
- Keeping Children Safe in Education 2024
- Sections of this policy are also based on the statutory framework for the Early Years Foundation Stage.

Aims

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. We aim to develop LOTC as an entitlement for all children, and 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.

These experiences will be integrated to their learning in school and we believe will play a key part in increasing childrens' 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, the school website, open days and assemblies.

To achieve these aims we will:

- Plan the curriculum so that it includes progressive experiences for all children and young people regardless of age or key stage
- Where possible include at least one opportunity for all pupils to participate in an off-site visit during every term.
- Aim to provide every child with the opportunity to experience a residential visit (staying away from home for at least one night) during their time at the school

- 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
- Offer visits that are cross curricular (where possible) and have both educational and social aspects of learning embedded in them.

Statement of support from the Governing Body

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. They will also ensure that visits are inclusive in nature and that all children have access to the same level of opportunities.

Definitions

Learning Outside the Classroom (LOtC) is a key part of pupil's learning within Sherwood Park School. LOtC is the use of places other than the classroom for teaching and learning including the Sherwood Park grounds; visiting local places such as religious buildings, shops and natural spaces; and further afield on day visits to museums, heritage sites, theatres, field and adventure centres and residential. It also includes experiences brought into school through visitors and events.

LOtC forms part of our curriculum and this includes using the facilities within the Sherwood Park and Sherwood Hill campuses such as the playground and courtyards. There are local parks near to both campuses and these are often timetabled weekly to use as part of pupil's learning outside the classroom. We also use outdoor sports facilities such as a local swimming pool. We have developed strong links with the local community, including shops, etc. We offer residential trip opportunities during the children/YP time at the school, e.g.: DofE.

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. We will make every effort to keep the costs associated with visits to a minimum to maximise participation.

Reference to and coherence with other school/setting policies

The school has adopted the Educational Visits Guidance provided by the Local Authority. This guidance 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.

A 'model visit risk assessment' is in use and this should be used as the starting point for risk assessment on all 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/ students that are to participate. Any amendments or additions must be recorded and approved by EVC or a member of SLT.

Educational Visits Coordinator (EVC)

The role of educational visits coordinator is undertaken by the assistant head on each of the campuses. They are responsible for approval of any day visits that are taking place within school time as well as providing advice on the organisation and implementation of the educational visit.

The Head Teacher

Responsibility for approving the planning and management arrangements for educational visits that take place out of school time rests with the Head Teacher

Both the EVC and the Head Teacher ensure that:

- they have appointed a suitable group leader/teacher
- all necessary actions have been completed before the visit begins
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- all staff on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents have signed consent forms, the class teacher must ensure these are complete;
- arrangements have been made for all the medical needs
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;

Group Leader

The class teacher, is responsible overall for the supervision and conduct of the visit; they will:

- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment; outing form (a copy of which must be stored on the google drive under risk assessments)

- have regard to the health and safety of the group at all times; including being responsible for taking medication off site; and identify the first aider if required;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- have emergency contacts of all pupils on the visit

Teachers on school-led visits act as employees of the LEA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Other adults involved in a visit

These may include senior teaching assistants, teaching assistants, therapists, office staff, and nursing staff. Their role is to:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would
- consider stopping the visit or activity if they think the risk to the health and safety of the pupils is unacceptable

Volunteers may be asked to attend educational visits. DBS checks should be undertaken where the use of volunteers meets the criteria for 'Regulated Activity' contained in Keeping Children Safe in Education (KCSIE) Guidance

Gaining Approval

Regular, timetabled visits, e.g: swimming will be approved by a member of SLT based on a risk assessment, new trip outing form and a daily outing form presented on the day of the visit. Any amendments or additions to the daily outing form must be recorded and approved by SLT or WLT before every visit. All day visits must have a risk assessment and an outing form completed and submitted to either the EVC, Head of School or the Head Teacher for approval. In normal circumstances visits that fall within school hours should be submitted to the EVC not later than 2 weeks before departure. If the visit goes beyond the hours the pupil will be in school, such as a residential trip, then these need to be submitted to the Head Teacher and the Governing Body not less than one month before departure. The Governing Body should be concerned that arrangements for all visits are appropriate, and may wish to retain advice from the Outdoor Education Adviser (Mick Bradshaw) in the local authority. Approval of all visits will be recorded.

The Evolve system is used in the school. This ensures that visit planning meets best practice, and that record keeping of residential visits is thorough. All residential visits must be entered into Evolve and submitted to the EVC/ Head Teacher (and Outdoor Education Adviser where relevant) for approval. In normal circumstances visits should be submitted to the EVC not later than 6 weeks before departure (any visits that will need submitting to the LA/ OEA should arrive not less than one month before departure).

Visit planning and record keeping

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. The detailed planning is delegated to the organiser of the visit or the group leader, but the Head Teacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the Risk Assessment Form. This can be found on the google drive under risk assessment templates. The risk assessment will decide the adult: child ratio for each visit. The risk assessment should include the following considerations:

- what are the hazards?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit?
- an action plan for any matters which need to be rectified before the trip can take place.

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- pupils individual needs e.g. medical, wellbeing;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

Wherever possible the group leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group and has wheelchair access if needed;
- ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue and ask for them to provide, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

Management of Educational Visits

Many staff at Sherwood Park School 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 should be brought to the attention of the Head of School in staff development planning

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)

The budget for educational visits sits with the lead of the curriculum pathways but there is an additional Post 16 budget which helps to cover the cost of residential trips. Pupil premium funds may also be used to supplement educational visits, where appropriate, depending on the needs of the individual child. The school uses ParentPay to collect payments for educational visits if this is required.

The outdoor learning and my future curriculum teams support the planning of educational visits. Teachers use their medium term planning to indicate how educational visits are incorporated throughout the year. If pupils need to undertake pre-visits then PPA time is allocated to allow this to take place.

Communication with parents and obtaining consent

The group teacher should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for visits that fall outside of the hours of the school day. Parents will be informed at least two weeks in advance for visits within school hours and a month in advance for visits which are longer. Special arrangements may be necessary for parents for whom English is a second language.

Parental consent

Annual consent is sought and given or not given at the beginning of each academic year in our annual consent forms. The school will seek consent for all school trips, however short. This is sent out with details of the educational visit and kept with the group leader. When separate consent is not required (on annual consent form is has been given), then parents will be reminded that they have already given consent to cover the planned visit, and they should advise the school if there is any change to this consent or any change to the medical information or parental contact details already held for their child. Verbal permission may be obtained as a last resort provided that written permission is obtained the next day.

For all visits that include an overnight stay, distant or overseas destination or adventurous/ hazardous activity, e.g.: horse riding a separate consent must be obtained. Parents will always be informed before a visit takes place at least a week in advance.

When separate consent is not required, then parents will be reminded that they have already given consent to cover the planned visit, and they should advise the school if there is any change to this consent or any change to the medical information or parental contact details already held for their child.

If parents withhold consent absolutely the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the EVC will need to consider whether the child may be taken on the visit or not.

Parents must:

- provide the group leader with emergency contact number(s);
- sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil's health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- names of leader, or other staff and of other accompanying adults;
- visit's objectives;
- clothing and equipment to be taken;
- parents may be asked to provide additional money for the visit

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Where possible pupils should have an understanding about what is expected of them and what the visit will entail. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

Where possible pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Information to pupils

It is for the class teacher to decide how to provide information. Individual's own methods of communication should be taken into consideration and communication aids such as symbols and signs used where appropriate to do so. Where possible pupils should understand:

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group
- emergency procedures
- rendezvous procedures.

First aid/ kits

A first aid kit has to be taken on all visits. For any visit involving EYFS age children a paediatric first aider must accompany the group. For all other visits it is good practice for there to be a first aider present, however where there is no first aider available, a member of staff must take responsibility for providing minor first aid. Where first aid needs go beyond the scope of the designated member of staff then assistance will need to be sought from the emergency services by calling 999.

Medication

Any medication required by students must be taken on any visit. Depending on the age of the children, it may be necessary for this to be collected by staff and made available to children as required. Where older children are normally responsible for their own medication then it is necessary to confirm that they have this with them before departure. Arrangements to monitor the welfare of any children with specific medical conditions (eg diabetes) must be considered prior to departure, and become the responsibility of a clearly defined member of staff throughout any visit. Where applicable, care plans and individual risk assessments will accompany the children on any trips undertaken.

If pupils need medication administered or bolus, gastronomy or naso-gastric tube feeds and fluids then there must be a trained member of staff who has undertaken the "administering medication" training within the past 12 months. When medication is administered it will always be by a trained member of school staff or health care assistant. If a child needs monitoring (eg blood sugar levels where required) or seizure activity a record will be kept of the date/ time(s).

Where any child suffers from allergies, and has an epipen or similar 'adrenaline-auto-injector' device prescribed, then arrangements must be made to ensure that they have two devices available throughout any off-site visit

Emergency Procedures

Throughout any off-site visit, it is vital that the visit leader can access support from a senior member of the school staff in the event of any incident.

During the normal school day, this will be via the school office. For visits that are due to return beyond the end of the normal school day, or involve an overnight stay, a senior member of staff (Head Teacher, Head of School, Assistant Head) will be available 24 hours throughout the visit and appropriate phone numbers (ideally including alternative contact numbers) made available.

In the eventuality that the entire senior leadership of the school are accompanying the visit, then it may be necessary to involve the Governing Body in providing emergency contact support.

Any individuals acting as emergency contacts must be aware of the school critical incident plan and how to access further support from LA officers as needed.

Review, monitoring and evaluation

Any educational visit undertaken will be reviewed by the group leader and feedback to the EVC either verbally or in writing. Evidence of pupils' learning outcomes will be seen within our assessment tool, 'Evidence for learning'. The group leader will give feedback to the other teachers in teachers meetings about the effectiveness of the visit to inform future planning.

At the end of each academic year the EVC of each campus will meet and review the educational visits effectiveness against elements of the school development plan and contribute to the self-evaluation process.

School staff supporting learners during a residential trip will be given time off in lieu (this needs to be agreed by a member of SLT and recorded on the Leave of Absence Form):

- residential trip during Monday - Friday- staff will be given half a day in lieu for each overnight that they work (For example if the residential is Monday to Wednesday, this is a two night residential therefore the staff will be given 1 day off in lieu)
- residential trip during weekend or holiday period- staff will be given one day in lieu for each weekend day or holiday day they work and a half a day in lieu for each night. For example, for a Saturday - Sunday residential, staff would be given 2.5 days off in lieu.

Links with other policies

This policy links with the following policies and procedures:

Health and safety policy

Charging and remissions policy

Wellbeing Policies

Child Protection and Safeguarding Policy

Intimate Care Policy

First Aid Policy

Supporting Students with Medical Needs and Administration of Medicines Policy

Minibus and Driving Safety Policy

Special educational needs (SEN) policy

Equality information and objectives

Accessibility plan

Early Years Foundation Stage (EYFS) policy

Appendix 1: New Trip Outing Form

Chair of Governors Authorisation if required: _____

Date: ____ / ____ / ____

SHERWOOD PARK SCHOOL: OUTING/EXTENDED SCHOOL FORM

DESTINATION:		ACTIVITY:		In or Out borough?	
DATE:		Times of Departure & Arrival back at school:		Out :	Back:
GENERAL INFORMATION					
Cost per pupil (including transport):		n/a		Teacher-In-Charge:	
Names of pupils:			Class:		
Names of accompanying adults, (state V if unpaid - volunteer):			Ratio of staff to pupils:		
Named First-Aider:		Named Person responsible for and the administering of medications if relevant:			
Pupils with Epilepsy:		Pupils requiring any medication during the outing Pupils requiring /Buccal Midazolam:			
Pupils with Asthma:		Pupils with Other Significant Medical Conditions:			
Name of nearest hospital with A&E dept:					
School Nurse informed by whom? Give copy of this form to School Health Sister					
Written into diary and by whom?		Packed lunches needed?		Yes/ No	
Caterer and Senior Mid-Day Supervisor informed and by whom?		Any special lunch requirements:			

TRANSPORT (circle as appropriate)			
Walking	Use of School Minibus	Public Transport (What?)	Other (What?)
If using School Minibus, state how many buses & Registration(s).		Name(s) of driver(s)	
F.E: If pupils are NOT accompanied by a teacher, list pupils' names on reverse of this sheet and state whether WRITTEN parental permission has been given for each one.			
Name of person/s taking Mobile and Mobile phone(s) number(s):			
FORWARD PLANNING			
1. Date of pre-visit		Who undertook this pre visit	
2. Any particular risks associated with the destination or travel			
3. Learning intentions for visit, class activities to be undertaken in preparation & curriculum areas covered			
4. State school activities affected by this visit and whether relevant personnel informed e.g. Therapists, Swimming teacher			
PUPIL RISK ASSESSMENTS SEEN BY TEACHER IN CHARGE <u>Visit Risk Assessment to be given to Headteacher with this form</u>		Date:	
SIGNED:			
OUTING APPROVED BY HEADTEACHER		Date:	
SIGNED:			

Half day – Headteacher permission – at least one day’s notice
Full day within school hours – Headteacher permission – at least one week’s notice
Extended day/evening (new event) - Headteacher/Chair of Governors- at least 2 week’s notice
Extended day/evening (established event) - Headteacher- at least 2 week’s notice
Residential trip- Governors- at least half a term’s notice
DON'T FORGET: Medication/s, First Aid Kit, Pupils ID Cards or Wrist Bands, Pupil/Staff list

Appendix 2: New Trip Outing Form

Sherwood Park/Hill Outings Form

Class			
Date			
Destination			
Time out		Expected time back	
Method of transport			

Staff & Volunteers		Learners	Medication/care plan required	Signed out:	Signed in:	Nurse check:
1		1				
2		2				
3		3				
4		4				
5		5				
6		6				
7		7				
8		8				

Initial to confirm completion	OUT	IN	Staff contact numbers (2)
Planning form			Name:
Risk Assessment form			Number:
Medication collected			Name:
First Aid Kit			Number:
Emergency contact forms			

First aider / Trained person to administer medication:	
Name of person completing form:	Signed:
Name of SLT authorising form:	Signed: