

Waterthorpe  
Nursery Infant school



Educational Visits Policy

September 2017

**Approved by:**

Steering Committee

**Date:**

12.10.17

**Next Review Date:**

Autumn 2020

# WATERTHORPE NURSERY INFANT SCHOOL

## EDUCATIONAL VISITS POLICY

***An educational visit is defined as any off-site visit sanctioned by the school or Sheffield Education Authority which takes place under the direct or indirect supervision of staff.***

This educational visits policy compliments the local education authority's policy and guidelines. It addresses the particular requirements of this school.

### Policy Statement

At Waterthorpe Nursery Infant School we believe that educational visits provide opportunities for children to undertake studies that are based on direct experiences and practical activities.

### Aims

- To build upon and enrich work undertaken within the curriculum
- To enhance knowledge and understanding about places and topics through an enjoyable experience
- To develop social and personal skills
- To develop self esteem and independence
- To promote health and fitness
- To keep children safe at all times

### Roles and Responsibilities

The headteacher is responsible for checking credentials including CRB checks, staff suitability and risk assessments. The school has a named Educational Visits Co-ordinator. The co-ordinator is responsible for reviewing the policy, disseminating information to the staff and checking risk assessments.

All staff leading visits are trained in the use of **EVOLVE** - the online visit approval system for all schools in Sheffield. This is a restricted site which can be accessed through Google by typing, "[sheffieldvisits.org.uk](http://sheffieldvisits.org.uk)"

The staff leading approved educational visits are responsible for submitting details of the proposed visit using the **EVOLVE** guidance and resources including all planning and preparation documents (including risk assessments), informing parents and children and ensuring adequate supervision levels.

The governors are responsible for ensuring visits are in line with LEA policies.

### Parental Consent

Consent forms are signed by parents/guardians on school entry for local visits. Separate consent forms are signed for specific visits outside the local area.

### Charging for School Activities

The Education Reform Act introduced rules about the charges schools can make for activities such as school visits or special events. In keeping with the legislation, and in order to maintain educational standards, parents are invited to make voluntary contributions towards the costs of such activities. This is done on the understanding that no child will be excluded from the activity due to non-payment. However, unless there are substantial voluntary contributions the activities will not take place.

### Planning

Opportunities for visits are identified in long and medium term planning. The proposed visit will have clear educational objectives and purpose. Prior to a visit, staff will access information and advice. They will use a

checklist to ensure procedures are followed. Where appropriate, staff will familiarise themselves with the venue and make a pre-visit inspection.

Staff will also arrange a pre-visit meeting with support staff and parent helpers to inform them of the itinerary, organisation details and health and safety issues. They will provide them with a copy of the 'Guidelines for Volunteers' (Educational Visits Folder) and a list of children in their group.

Details of the visit will also be explained to pupils. Expectations regarding behaviour will also be given both before and during the visit.

## Health and Safety

When organising Educational Visits, the health, safety and welfare of the children, staff and volunteers is always a priority. We attend to the Sheffield City Council Health and Safety Code of Practice 14 (Educational Visits Folder). Generic/site specific risk assessments are carried out by the teacher for all off-site activities and are on-going during activities. Guidance and forms are available and updated regularly on the [EVOLVE](#) website. The Educational Visits Co-ordinator and headteacher monitor all off-site visits through [EVOLVE](#) and by signing the risk assessment forms. An evaluation form must be completed to note positive outcomes or significant concerns relating to a particular visit. All such guidance and forms are available through the [EVOLVE](#) website.

The ratio of adult to children will follow the LEA guidelines of 1:6 for general day visits taking into account the age, maturity, ability and nature of the visit. Children under the age of 5 require higher ratio's.

Children wear fluorescent school tabards for off-site activities. Parents will be informed about any special requirements e.g. clothing or footwear. Children will always have their own seat on all forms of transport.

### **Children with Special Educational Needs**

The school should take all reasonable steps to include pupils with special educational or medical needs in any visit, whilst maintaining the safety and educational benefit for everyone in the group. Individual risk assessments are completed for all pupils with complex needs.

### **First Aid**

Teaching staff, support staff and dinner supervisors have received accredited first aid training. At least one member of staff will have a first aid bag. During coach trips a 'sick bucket', paper towels and spare clothing will also be taken.

If any accidents occur during a visit they are reported on return to school. Minor injuries are written in the school medical room book. Bumped head notes are issued to children before they go home. More serious injuries are recorded in the Accident Book (school office). Guidelines for critical incidents can be found on the [EVOLVE](#) website.

Group leaders are made aware of medical or other relevant needs of the children/staff and appropriate medication and accompanying documentation is taken by the teacher e.g. inhalers, epipen, epilepsy medication, sugar/insulin for diabetics.

### **Emergency Procedures**

Prior to a visit all adult helpers will leave details of an emergency contact number for next of kin. These will be sent to the school office with the register. At least one member of staff will carry a mobile phone in order to contact the emergency services and school.

Policy Review date: October 2020

## Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Educational Visits	26/9/17

Priority Level	
High	X
Medium	
Low	

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Steering Committee members</b>

<p><b><u>What are the aims of the policy or project?</u></b></p> <ul style="list-style-type: none"> <li>• To build upon and enrich work undertaken within the curriculum</li> <li>• To enhance knowledge and understanding about places and topics through an enjoyable experience</li> <li>• To develop social and personal skills</li> <li>• To develop self esteem and independence</li> <li>• To promote health and fitness</li> <li>• To keep children safe at all times</li> </ul>
<p><b>Who is the intended customer/service user of this project or policy?</b>  <b>Staff, children and families</b></p>
<p><b><u>What are the desired outcomes from this project or policy?</u></b>  <b>To ensure all staff and parents are aware of LA guidelines with regard to educational visits</b></p>
<p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>  <b>Charging for school activities, Health and safety policy, Equal opportunities policy, inclusion policy, equality policy, medicines in school policy, behaviour policy, critical incident policy</b></p>

*What are the racial, disability and gender equality implications of the policy or project?*

Risk assessments will be carried out prior to visit to ensure adequate accessibility and provision for disabled pupils. Reasonable adjustments would be made in relation to children with disabilities to facilitate their participation in educational visits

<p><b>Does the policy or project have any significant positive impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p><b>Yes: Consideration will be given when planning educational visits to the needs of disabled children so that participation is possible</b></p>
<p><b>Does the policy or project have any significant adverse impact for:</b></p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p><b>No</b></p>
<p><b>Do you have any evidence?</b></p>	
<p><b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b></p>	

<p><b>Action to take: previous action regarding disability taken.</b></p>	
<p><b>If you have indicated there is a negative impact, can it be justified?</b></p>	<p><b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/></p>
<p><b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b></p>	<p><b>YES</b> <input type="checkbox"/> <b>NO</b> <input checked="" type="checkbox"/></p>
<p><b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b></p>	
<p><b>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy</b></p>	

<p>Signed (Person completing the form): </p>	<p>Date: 26/9/17</p>
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