



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 St John the Divine Church of England Primary School 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.

Our priority at St John the Divine is to ensure that all visits are Safe, Educational and Enjoyable!

Purpose

Educational Visits will have a clearly defined educational purpose and can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised. The organisation of an educational visit is crucial to its success. With rigorous planning, organisation and control, a visit should provide a rich, learning experience for the pupils. 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 following guidelines support the planning and implementation of Educational Visits organised at St John the Divine Church of England Primary School.

Consent

Parents/Carers should be given information about the purpose and details of the visit at least two weeks in advance. Parents/Carers 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/carer would.

Routine visits in the locality of the school are covered by the parental consent on the Consent form signed annually. We will seek consent for all other visits. A consent form must be returned for each child in the group. If parents/carers wish to withhold consent, they will be invited to meet with the Head Teacher or Deputy Head Teacher to discuss their concerns. If consent is withheld, the pupil will not be taken on the visit but the curricular aims of the visit will be delivered to the pupil in some other way, wherever possible.

Risk Assessments

A risk assessment will be carried out at least two weeks in advance of the visit to identify hazards, whom may be affected by them and the steps needed to reduce the risks to an acceptable level. Risk Assessment forms and the Educational Visits Checklist are available from the Educational Visits Folder in the School Office. The Risk Assessment should be discussed with, and authorised by the Educational Visits Co-ordinator. It should be signed by all the adults attending the trip and a copy placed in the Risk Assessments Folder in the School Office.

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. For adventurous activities and residential trips, there should be at least one trained first-aider in the group. First aid kits should be taken on all visits. If the visit involves splitting into groups, a kit should be taken for each group.

Staffing Ratios

It is important to have a sufficient ratio of adult supervisors to pupils. The following ratio of adults to children is recommended:

- Nursery and Early Years 1:3
- Key Stage One 1:5
- Key Stage Two 1:8

In practice, the ratio should be determined by factors such as type of activity, any SEND or medical needs, experience of the staff, venue, transport and weather conditions.

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 and pupils what to do if they become separated from the party.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected and why rules must be followed. Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. 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. If there is the possibility that a pupil may be excluded from the visit due to behaviour issues, a meeting would be arranged with the Head Teacher in advance to discuss concerns and agree what action is to be taken.

Pupils with special educational and medical needs

The school 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.

Types of Visits

- UK day trips will be planned at least two weeks in advance and arrangements will be overseen by the Head Teacher and Educational Visits Co-ordinator. Parents/Carers will be given a letter in advance to inform them of the details of the trip and to seek permission.
- Residential trips will be planned well in advance and arrangements will be overseen by the Head Teacher and Educational Visits Co-ordinator. Parents/Carers will be invited to a briefing session to discuss the details of the trip and to meet the staff attending.

Roles and Responsibilities

- The Governing Body will approve the Educational Visits policy and will ensure it is reviewed annually. The Governing Body will approve residential visits.
- The Head Teacher will ensure a suitable Educational Visits Co-ordinator is appointed. Educational Visits Co-ordinator (EVC) assist staff in the planning and preparation of all educational visits and will sign off the Risk Assessment
- Teachers and staff on school-led visits act as employees of the LA and will, therefore, be acting in the course of their normal employment during their normal hours and the expectations laid out in the Staff Handbook are to be adhered to.

- *Parent/Carer helpers are welcome on Educational Visits and will attend a briefing with the Visit Leader before the visit when they will sign the Risk Assessment and be given a written list of the children in their group. All helpers must be List 99 checked. Those helpers who are not CRB checked will not be alone with children and must be guided by school staff at all times.*