



WARBLINGTON  
SCHOOL

# EDUCATIONAL VISITS

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## Document Control

Baseline Document	Comments/ Scheduled/Review Date	Action/ Reviewed by	Approved by the Governors
2009	Summer Term 2013	Mrs J. Fletcher Assistant Headteacher	Curriculum & Achievement Committee
	Autumn 2015	Mrs J. Fletcher Assistant Headteacher	Curriculum & Achievement Committee
	Spring 2018	Ed Whiffin Assistant Headteacher	Curriculum and Achievement Committee
	Spring 2021		

**Document Owner: The Governing Body, Curriculum Committee**

Leadership Team member responsible: Mr E Whiffin, Assistant Headteacher



*Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). We have based our Policy around these rights and to reflect on the rights of our students within our policy.*

## **Rationale**

At Warblington School we recognise and value the opportunities to enhance and enrich the curriculum through the use of educational visits and off-site activities.

Where these opportunities are well planned and structured students are able to :

- Enhance Learning – develop the curricular input of the classroom through knowledge, understanding and skills gained in different, realistic and exciting contexts.
- Develop Key Skills – the ability to work co-operatively, the ability to communicate successfully, showing initiative and a positive attitude, showing greater independence and moving towards self reliance.
- Develop Citizenship Skills – the ability to build positive relationships, the ability to respect the views of others, an understanding of the need to accept the consequences of their own actions and an exploration of the attitudes and values that they will carry into adult life.
- Gain Increased Self Esteem and Motivation for Learning
- Gain Increased Awareness of the Need for Sustainable Development
- Develop a Positive Attitude to Physical Activity and Healthy Lifestyle.

Our commitment to Equality of Opportunity and Inclusion would mean that we would strive to ensure that the activities offered would be accessible in some form to all who wished to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion. The school will consider the appropriateness of financial support for students where issues of inclusion are affected by family background and circumstance.

It is however recognised that all issues of Equal Opportunity and Inclusion are set within the context of maintaining the safety of all those involved in the activity, the integrity of the activity and the ability to manage the visit or venture.

We recognise that the risk assessment and risk management of any educational visit is a legal requirement. As a school we adhere to the policies and practices set out in the Hampshire Regulations and Guidance for Off-Site Activities and Educational Visits and use both the procedures and documentation supplied in assessing the risk of any planned activity.

We understand the need to make parents and others with responsibility aware of the risks involved in any educational visit and the plans for the safe management of the activity. In this way parents are able to make an informed decision about giving consent for their child to participate in the activity.

It is also recognised that involving students in the process of on going risk assessment whilst participating in an off-site activity is a opportunity for learning which may not be accessed in the classroom setting. Through this such students have the opportunity to become increasingly risk aware and develop the skills of logical thinking and independent action.

At Warblington we constantly seek to improve the learning opportunities for all our students and recognise the place of educational visits and off-site activity within this provision. However visits and activities can only be agreed and included in the school calendar following discussion, consideration and understanding of their educational value for the students involved and the impact that such a visit will have on the wider school community.

Proposals for any educational visit or off-site activity have to address the following key issues

- Clear statement of leaning objectives. Learning objectives to outline opportunities provided by the visit which could not be replicated in the classroom setting.
- Consideration of the positive impact that the visit will have on the students learning in other areas – key skills, PSHE, citizenship.
- Consideration of the negative impact that the visit will have on students learning through time missed in school and curriculum delivery in other subject areas.
- Consideration of the wider positive impact that the visit will have on the life of the school through increased confidence and skills of the students on their return and their ability to use their experiences to provide learning opportunities for others.
- Consideration of the wider negative impact that the visit will have on the life of the school in terms of staffing, cover and any other financial support that has been incurred by the visit.

Agreement for any educational visit or off-site activity lies with the Headteacher and will only be given when consideration of all the above areas indicates that the planned activity would be beneficial to the learning of those involved and be supportive to the work of the wider school community.

Once agreement has been made for the visit to go ahead it is recognised that the educational value of the visit is further enhanced by:

- Clear identification of roles and responsibilities for all those involved in planning and involved in the visit.
- High expectations and agreed codes of behaviour for all those involved in the visit.
- Use of appropriate strategies to realise aims.
- Parents and others with that responsibility and fully informed of nature of the venture.

### **Process and Implementation**

(Implementation of this policy follows the practice and procedure outlined in the Hampshire Off-site and Educational Visits regulations and Guidance Document. Anyone considering leading or managing such an activity must read the information included in the document

prior to undertaking any planning for an educational visit or off-site activity.) All systems and practices are clearly available to all staff on: Teacher Files: Trips and visits and on the Evolve System under Resources.

### Roles and Responsibilities

The Headteacher holds overall responsibility for the management of visits and ventures and must ensure that the planning, preparation and leadership of any school visit meets the regulations and guidance of the Council and DfES.

At Warblington aspects of this role are delegated to the Educational Visits Co-ordinator who supports the Headteacher in the planning and management of educational visits.

The Governing Body of the school has a role in ensuring that regulations and guidance for educational visits are in place and that working practice meets the legal requirements for such visits. The Chair of Governors will act as signatory for the approval process and members of the Curriculum Committee undertake the tasks outlined in the guidance for the monitoring and maintenance of effective practice within the school.

Members of staff chosen to act as Group Leaders for educational visits will demonstrate qualities of management, pastoral and technical expertise and will work closely with the Educational Visits Co-ordinator in the planning and management of the activity. Procedures followed will be those outline in the Hampshire Regulations and Guidance Document.

### Approval Systems

Proposals for any future educational visits or activities should where possible be made known to the Headteacher in advance of the meetings of the Calendar Planning Group in May/June and in turn approved by the Governors. In this way an overview of the provision in terms of balance and coherence supports decisions made and inclusion of the proposed visit in the yearly calendar allows staff the opportunity to plan well in advance for the impact of any activity on their teaching and day to day working in school.

Initial applications for approval for any off-site activity should be completed on the Evolve system and submitted ensuring all sections are complete. There must be attached to the form an Itinerary, letter to parents, step 1 interactive risk assessment (appendix 1) and step 2 risk assessment form (appendix 2). This will then be approved by the EVC and submitted to the Headteacher for approval. A blue cover form should be submitted to Jane Fletcher following the submitting of the Evolve form by the trip leader. **This documentation should be completed at least 8 weeks prior to the proposed activity taking place and only when the evolve form has been signed off by the Headteacher can arrangements be confirmed and letters sent out to students and parents.**

Activities which are local, non-residential and non-hazardous can go ahead provided that an evolve form has been submitted. **Residential and Hazardous ventures will be submitted to the EVC, signed off by the Headteacher and will then be scrutinised by the Outdoor Co-ordinator in Hampshire via the Evolve system. This should all be complete at least 8 weeks prior to the visit taking place.**

## Planning the Visit

Initial discussion between the Group Leader and the Educational Visits Co-ordinator should be undertaken in producing and outline plan for the visit and is likely to cover the following areas :

- Educational value and learning objectives of the visit
- Proposed student Group
- Staff/Leaders
- Risk Assessment
- Financial arrangements
- Insurance Cover
- Supervision Strategies
- Information to be given to Parents
- Parental Consent
- Medical and Behavioural Information
- Codes of Conduct
- Accommodation
- Transport Arrangements
- First-aid Cover
- Incident and Emergency procedures
- Internal Organisation
- Evaluation and Feedback

Subsequent meetings between the EVC and Group Leader should ensure that procedures and plans agreed at the initial meeting are in place and the guidance and regulations as outlined in the Hampshire Off-Site Activities and Educational Visits is adhered to.

Responsibility for the completion of a detailed Risk Assessment for any educational visit lies with the Group Leader. Completed Risk Assessment documentation should be signed by both the Group Leader and the EVC. Copies of the Risk Assessment are to be held by both the Group Leader and the EVC. Electronic completion through Evolve is compulsory for all off-site trips and visits outside of sporting fixtures.

## Prior to the Visit

In the weeks prior to the visit the Group Leader should:

- Use staff briefing to draw attention to dates of the planned visit and students involved.
- Pin details of the visit and names of students involved to the staff notice board.
- Ensure that Matron has complete set of Medical Forms so that pre-checks can be made and arrangements for medication and first-aid put in place.
- Ensure that the Finance Office and EVC has final details of all aspects of the visit so that free meals can be ordered and matters of internal organisation and cover be addressed.

## On the Day of Departure

On the day of departure the Group Leader should:

- Collect students and other leaders together and take a final register. Hand the register to the EVC.
- Ensure that a completed signed approval and medical form is held for each student on the register.
- Ensure that risk assessment documentation, details of the visit and contact numbers are accessible and known to other adults on the visit.
- Confirm contact numbers/personnel for the period of the visit with the EVC.
- Confirm knowledge of procedures for action to be taken in the event of accidents/incidents with EVC.
- Check that all adults on the trip are carrying Hampshire County Council Emergency Procedures cards. (Information supplied in Hampshire Regulations and Guidance).
- Collect First Aid Kits from Reception.
- Collect Free Meals from Finance Office.

## Following the Visit

The Group Leader and EVC should undertake an evaluation and review of the visit and make the outcomes known to the Headteacher. Such a review should be used to inform and improve future practice in the planning and management of such ventures.

Details of the visit and learning outcomes may be made known to the school and wider community through contribution to assemblies and articles for newsletters and individual students should make record of their achievements in Pupil Planners and end of year review summary sheets.

## Conclusion

Whilst recognising the educational value of visits and off-site activities it is acknowledged that the success of such ventures is dependent on the rigorous implementation of detailed routines and procedures by professionals who are clear about their roles and responsibilities within the organisation of such events.

This policy seeks to clarify and reinforce rationale and procedure and through such endorse our schools commitment to the safe effective use of the enhanced learning environment provided by educational visits and off-site activities.