



Barrow CEVC Primary School

Inspire, Create, Discover, Together

Colethorpe Lane, Barrow,
Bury St Edmunds, Suffolk IP29 5AU

01284 810223
admin@barrow.suffolk.sch.uk
www.barrowcevcprimaryschool.co.uk

Headteacher: Mrs H Ashe BA (Hons)



Educational Visits Policy

Originated by:	Alison Earl
Reviewed by:	Jo Woodland
Review date:	Jan 2019
Distributed to:	All teachers
Distribution date:	Feb 2019
Adopted at Governors' Meeting	Feb 2019
Signature of Chair of Governors:	
Next review date	Spring 2021

1. INTRODUCTION

The Governing Body of Barrow School accepts that educational visits offer opportunities to enrich learning, increase motivation, improve social skills and can make a significant contribution to the ethos of the school.

For children at Barrow School, the educational visits offered will normally fall into the Type 1 category of the County Regulations. A Type 2 visit involving a residential stay or adventurous activities would only be offered after discussions with the Governing Body and with their specific approval.

1. MANAGEMENT OF EDUCATIONAL VISITS

The Governing Body adopts the County Council handbook “Educational Visits, Regulations and Guidance” as school policy for the management of educational visits. Where the County handbook permits discretion at school level, the following apply:

1. The Governing Body nominates the Headteacher as educational visits co-ordinator.
2. The Governing Body agrees that the Headteacher as educational visits co-ordinator shall have the following duties and responsibilities:
 - To ensure that the planning of visits complies with County regulations and guidance
 - To ensure that the specific risk assessments for the visit or activity are undertaken
 - To approve the appointment of visit leaders and assistant staff
 - To verify the competence of visit leaders and assistant staff, taking account of the planned arrangements for the visit and the number and nature of the pupils involved
 - To ensure that the visit leader is allowed sufficient time to organise the visit properly
 - To organise and monitor the training/induction of visit leaders and assistant staff as appropriate
 - To ensure parents are properly informed and give their consent
 - To organise emergency planning for educational visits at the school level
 - To monitor visits, including accident and near miss reporting and review school procedures
 - To liaise with the County Council particularly on visits which require County Council approval
 - To keep the Governing Body informed of the schools’ programme of educational visits and submit proposals for visits in certain categories for specific Governing Body approval
3. The Governing Body determines that the following minimum staff/pupil ratios for visits categorised as Type 1 under County regulations shall be:

Ages 4	(Reception Class)	1:6
Ages 5-6	(Years 1 & 2)	1:10
Ages 7-9	(Years 3 & 4)	1:15

In every case, one staff member included in the above ratios must be a teacher. Larger parties must include at least one teacher to every 30 pupils.

4. The Governing Body determines the following arrangements for informing and obtaining the consent of parents for visits categorised as Type 1 under County Regulations. Written parental consent for those routine off site activities within the village is requested on the admission form completed for the child on their entry to school. These activities might include visits to the church, walking trips around the village or similar activities. This single form of consent will be taken to apply throughout the child's time at the school unless specific notification to the contrary is provided by the parents.
 - In the case of a series of visits which involve the children travelling by coach or other transport outside the village, parents will be fully informed of the details and asked to sign a single consent form to cover the series of visits.
 - In the case of specific, one off visits parents will be given full details and asked to give their consent on form PC03. This consent form will be used for occasional class day trips
5. The Governing Body determines the following policy in relation to insuring staff and pupils for visits categorised as Type 1 under County Regulations. Participants in Type 1 visits will be insured through the County's school visits and journeys insurance policy. Teachers and other County employees and volunteer helpers are automatically protected by the County Council's liability and personal accident policies. Details of this policy, including the current scale of premiums and benefits are circulated by the Insurance Manager to all schools annually.
6. The Governing Body endorses the nomination of the following persons as emergency contacts in relation to educational visits:
 - Helen Ashe– Headteacher
 - Sarah Wightman – Chair of Governors
 - Annabel Reid– Vice-chair of Governors

In case of an emergency due regard should be given to critical incidents procedures and policy and to the emergency contacts therein.
7. The Governing Body shall approve in advance, on a visit-by-visit basis, educational visits in the Type 2 category. Governing Body advance approval is not required in advance for Type 1 visits.
8. The Governing Body shall approve, in advance at the Termly FGB meetings educational visits undertaken within the village on a regular basis.
9. The Governing Body will receive information on visits in the following categories in the termly Headteacher's report and does not require notification in advance. All Type 1 visits including:
 - Visits to the Church
 - Visits to the Village Hall
 - Visits to the orchard
 - Observationally walking around the village
 - Day trips by classes undertaken to support curriculum work
10. All notifications of educational visits submitted to the Governing Body for approval (usually Type 2 visits) will include a statement of the objectives of the visit and the learning outcome expected for the participating pupils.

11. The Governing Body reaffirms its charging and remissions policy in relation to educational visits.

12. All Type 2 visits will have the checklist (Appendix A) completed prior to departure.

Residential visits

The following additional procedures will apply to all residential visits:

- Prior to any residential visit, staff will arrange a parent meeting to make clear behaviour expectations and outline procedures or possible actions as a result of children breaching school or centre behaviour codes.
- Behaviour agreement/consent form that parents must sign before a residential trip makes clear that staff are '*in loco parentis*' and outlines procedures or possible actions following any poor behaviour.
- Parents are to be informed by HT of any significant behaviour incidents on a residential trip and any action planned or taken as soon as reasonably possible whilst children are still away.

This policy will be reviewed in accordance with the school's rolling review programme or before, if revised guidance is received.

Helen Ashe
(Jan 2019)

Barrow CEVC Primary School: Trips and Visits Checklist

	Type 2 Visit: residential stay or adventurous activity	Initials of Headteacher and Teacher in charge of the trip.
1.	Statement of objectives and learning outcomes of the visit to submit to Governors for approval.	
2.	Approval from the Governors to take the children on the trip. Chair or Govs: _____ Date: _____	
3.	Risk assessment is in place prior to the children taking part in any of the planned activity.	
4.	A visit to the facility has been completed and site safety has been reviewed by a member of staff.	
5.	Parents meeting held and must include: <ul style="list-style-type: none"> • Making clear behaviour expectations and outline procedures or possible actions as a result of children breaching school or centre behaviour codes. • Behaviour agreement/consent form that parents must sign before a residential trip makes clear that staff are '<i>in loco parentis</i>' and outlines procedures or possible actions following any poor behaviour. • Parents are to be informed by HT of any significant behaviour incidents on a residential trip and any action planned or taken as soon as reasonably possible whilst children are still away. Date of meeting: _____	
6.	Letter to parents to include: <ul style="list-style-type: none"> • Named adults attending the trip • Dietary requirements form • Medical needs form • Ratio of children in activity groups. • Dates of visit • Pick up and collection times • Signed permission slip 	

EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Educational Visits Policy							
2. Aim(s) of the policy or practice being assessed:							
Educational visits offer opportunities to enrich learning, increase motivation, improve social skills and can make a significant contribution to the ethos of the school.							
3. Type of policy or practice being assessed:							
Existing				Proposed			
✓							
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Jo Woodland / Helen Ashe				Jo Woodland			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
✓	✓	✓	X	X	X	X	
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is 'yes' or 'not sure'.</i>							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is 'no' or 'not sure'.</i>							
<i>Any adverse impacts are explored in Part B :- the Full Impact Assessment below.</i>							

Part B :- FULL EIA

1. Identify the aims of the policy and how it is implemented.

-
-

2. Assessment of impact (with regard to protected characteristics)

Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultation	Data to support the Assessment
Age				
Disability				
Gender				
Gender identity				
Pregnancy or maternity				
Race				
Religion or belief				

Sexual orientation				
3. Monitor for adverse impact in the future				
<ul style="list-style-type: none"> ➤ ➤ ➤ 				
4. Publication of results of the impact assessment				
<ul style="list-style-type: none"> ➤ ➤ ➤ 				

Part C :- EIA ACTION PLAN					
Actions recommended as a result of this impact assessment.					
Issue/Objective	Action required	Lead person	Timescale	Resource implications	Comments