

GRANGE INFANT SCHOOL **EDUCATIONAL VISITS / VISITORS POLICY**

Rationale

At Grange Infant School we believe we can enrich and develop children's learning beyond that possible in the classroom through educational visits.

Aims

- Create more engagement, excitement and enjoyment through visiting a different and stimulating environment, or from a visitor sharing information.
- Place the learning that is taking place in the classroom within a real-life context
Afford children the opportunity to work with real artefacts, carry out fieldwork and gain first hand experiences
- Give opportunity to develop problem-solving, team challenges and group work
- Contribute to the personal, social and health education of the children
- Help the children become more aware at assessing risk and managing those risks

Implementation

The school has a designated Educational Visits Co-ordinator (EVC) and a named governor who is responsible to the Headteacher for the safety of such visits. Members of staff wishing to carry out a visit must liaise with the EVC to analyse its feasibility in terms of enhancing learning and the health and safety of the children. Once the details have been initially investigated the group leader must seek the permission of the Headteacher.

The EVC will then assist the group leader with the process of organising the visit, including risk assessment and risk management. All visits and visitors must be risk assessed bearing in mind the guidance issued in "Keeping Children Safe In Education" (September 2018) and "The Prevent Strategy" (2015).

Equal Opportunities and Inclusion

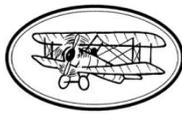
Everyone concerned needs to ensure that every effort is made to include all. Activities may need to be adapted to ensure they are accessible in some form to all who wish to take part. This must be irrespective of their special educational needs, medical needs, emotional and behavioural needs, disability, ethnicity, gender or religion.

However the health and safety of all is paramount. It should also be taken into consideration that in adapting some trips to meet the needs of all the original purpose of the trip could be compromised. There may be circumstances where these two factors override the inclusion of an individual, though this must always be a last resort.

It must be made clear, in letters to parents what type of trip it is.

Visitors

We will undertake a google search of any visitor that is unknown to us to ensure there are no radicalisation concerns or safeguarding issues. Were any concerns raised whatsoever, the visit/ visitor would not go ahead and we would seek advice from MASH as to whether we should also directly report this to the police.



Day Visits

Day visits can be of two types. These visits might be:

1. A “curriculum visit” or
2. An “enrichment activity.”

1. “Curriculum visits” are visits that will prove essential to all children to help them gain a better understanding about a subject. We really would be unable to provide this understanding in our school setting. These curriculum visits would require a voluntary contribution but it should be made clear in the letter that should the amount contributed fall far short of the cost of the trip, then the trip may have to be cancelled. All letters about curriculum visits should include the phrase ‘in order to meet the costs of this curriculum visit we ask for voluntary payments of £x. Should there be a shortfall between contributions received and costs incurred we may have to cancel the trip. At this point those that have made a contribution will be refunded. We thank you for your support in this.’

2. “Enrichment activities” are visits which support, but do not replace the curriculum i.e. the subject can still be taught at school. Should parents wish their child to take part in these enrichment outings, the full cost of the visit must be paid.

For those children not taking part, an alternative full curriculum will continue at school.

All letters about “enrichment activities” should include the phrase “An enrichment activity is one that enhances the curriculum but is not essential. The child’s normal curriculum will still be provided back at school. As this is an enrichment activity, full payment is needed to attend”

CPD

A rolling programme of Open Country training is in place to enable all members of staff to become Open Country trained (once NQTs have completed initial year).

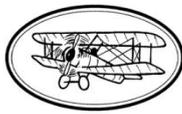
Risk Assessment

Serious accidents and incidents during educational visits and adventurous pursuits are rare but they do happen. At Copnor the health and safety of all is paramount and as such thorough risk assessments are carried out for any off-site activity.

Risk assessment must be carried out for each visit. All visits require a pre-visit by the teaching staff who will be leading the visit. Where possible all members of staff should attend this pre-visit. This is when the risk assessment must be carried out. Risk assessments are carried out in accordance with Hampshire County Council guidance. They must be approved by the EVC who assumes responsibility for the Headteacher in this role. Copies of these must be given to the EVC and all adults on the trip.

Group names and contact numbers must be left with the admin staff on the day of the trip with absences noted. Where coach travel is being used there should be a list of who is on what coach – which must also be left at school for the admin staff and EVC.

For hazardous pursuits an approval form must be completed and sent to Hampshire County Council 8 weeks prior to the visit. A copy of this when approval has been given must be given to the EVC before the trip can go ahead.



Where possible photographs of a site should be taken and shown to the children prior to the visit. Children should be thoroughly briefed about any hazards and involved in risk assessment at their level.

Appropriate Behaviour

Inappropriate behaviour on an off-site activity of any sort is a hazard. As such preventative measures to minimise the risk should be taken. During risk assessment with the children appropriate behaviour must be discussed. The school behaviour policy must be adapted to meet the needs of each individual trip, but should be followed as closely as possible. For positive rewards stickers can be used instead of names on the board and merits awarded on return to school. For correcting poor behaviour the teacher should keep a record of names on a clipboard or similar and remove a child from a group in accordance with school policy where possible. Where possible the group leader / teacher should not have a group of their own to work with. This enables them to move quickly, react rapidly to situations and also remove a child from another group where necessary. If this is not possible the group leader / teacher should give themselves a group of children that are responsible and well behaved so that any addition to the group in terms of inappropriately behaved children can be accommodated with ease.

Those children who have one-to-one support in class for behaviour issues should also have one-to-one support on visits and this adult must not be counted as one of the group adults in terms of adult – child ratio.

If a teacher has any concerns about the behaviour of a child prior to a visit taking place these must be discussed with the EVC and / or Headteacher. Whilst we will always try to be inclusive, safety must always be of paramount concern, and if we cannot minimise risks to a satisfactory level then we may in exceptional circumstances be unable to take a child. Any decisions about excluding a child from an educational visit can only be taken by the Headteacher / Deputy Head, (when the Headteacher is absent).

Staff conduct

All staff taking children on residential and non-residential trips must adhere to the same expectations of their conduct as exist in school. All trips must have a group leader who is ultimately responsible for changes to itinerary and any decisions that need to be made in the case of an emergency. Care must be taken in terms of supervision. If administering first aid it is sensible to have another adult present (particularly if the removal of a child's clothes are necessary). Adults are only permitted to be alone with children in a group or individual situation if they have been CRB cleared by the school. A CRB check from another organisation is not sufficient.

This policy will be reviewed annually

Policy updated January 2020

Review Date: January 2021