





Nelson Infant and Wensum Junior Schools

Evolution Academy Trust
Headteacher: Ms V McConnell

Educational Visits Policy

Policy agreed/reviewed by:	Date:
Head teacher signature: 	September 2020
Chair of Governor signature: 	September 2020

	Date of action:
Policy produced by: Mark Swan	July 2020
Policy agreed/last reviewed by:	September 2020
To be reviewed by:	September 2021

Wensum Junior and Nelson Infant School Policy on Educational Visits

The schools have formally adopted the Norfolk CC 'Guidance for Educational Visits & School Journeys'

Aims and purposes of Educational Visits

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises by the use of carefully planned Educational visits.

This is part of the schools required role to provide a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life.

Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school. The range of activities are outlined in the school prospectus along with the methods by which parents will be notified and asked for their consent.

The head has given her approval to the following types of activities *being* arranged in support of the educational aims of the school:

Out of hours Clubs (football, cricket, gym, art, maths/ICT etc)

School teams away fixtures.

Regular nearby visits (libraries, shops, woodlands, place of worship,)

Day visits for particular year groups

Residential visits

Adventure Activities.

Approval Procedure and Consent

Mark Swan [teacher] is currently the Educational Visits Co-ordinator (EVC) at Wensum Junior and Carly Green [secretary] is the EVC at Nelson School. The Head has approved both these appointments. Both have attended the LA EVC training course (and updates) and will be given sufficient time and resources to carry out the role. The final consideration and approval of educational visits and other offsite activities is to be taken by the Headteacher.

The school will comply with the LA's guidelines for Educational Visits & Journeys.

Before a visit is advertised to parents the Headteacher must approve the initial plan. She will also approve the completed plan and risk assessments for the visit at a later date.

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Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the pupils.

The LA Providers Contract form will be used.

All payments for the visit will be made through the school's accounts.

For regular 'out of hours' clubs, school teams and nearby visits parents will be asked to sign a general letter of consent for participation in these activities when their son/daughter enters the school. Parents will be given the information for the activities that pupils are involved in and will be informed by letter or a phone call if an activity has to be cancelled.

For any visit lasting a day or more or involving significant travel, or adventurous activity parents will be asked to sign a letter, which consents to their son/daughter taking part.

As part of the parents' consent they will be fully informed of the activities and arrangements for the visit. For all residential *visits* parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

The school has a separate policy for 'Charging and Remissions' which applies to all educational visits.

Staffing

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

Where it is appropriate the school will ensure that DBS screening is available for volunteer adults assisting with educational activities and visits.

The school does not support additional children or adults accompanying educational visits when they are not pupils at the school or part of the agreed staff complement. This includes family members accompanying visits.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

First Aid

All trips must have a nominated First Aider (trained for four days). This person will be responsible for all medicines to be taken and dealing with accidents, including their recording. A record must be kept of parental consent for the administration of medicines as well as accidents or sickness. The First Aid kit must be taken whenever pupils are out of school.

Insurance

Visit Leaders will need to check that insurance is adequate for the activity. If there is any doubt s/he needs to consult the Headteacher.

All adults involved in the visit must be made aware of the insurance taken out on their behalf and the need to check the conditions of their own personal property insurance and/or their own privately owned vehicle insurance.

Should a parent volunteer to transport pupils for an outside event on behalf of the school a copy of their car insurance certificate must be given to school. Parental consent must be sought for another adult to transport their child. Members of staff transporting pupils must inform their insurance company they are doing so as part of their work.

Charging

The School may ask for Voluntary Contributions. Parents should be made aware that the contribution is not compulsory, and that the children of parents who do not contribute may not be discriminated against. It is permissible to ask parents to contribute more than the minimum amount to subsidise those pupils whose parents have not contributed. In the last resort, the visit may have to be cancelled if there are not enough voluntary contributions and the shortfall cannot be made up. [HASPEV 98]

The expectations of Pupils and Parents

The school has a clear code of conduct for school visits based on the schools' 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents, and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a fixed term exclusion from school.

Emergency Procedures

Sarah Knights [Wensum] or Carly Green [Nelson] or member of SLT nominated by headteacher will be the emergency school contact for each visit. All major incidents should immediately be related to this person, especially those involving injury or that might attract media attention.

The Group Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including the home contact details of parents/guardians and next-of-kin, as appropriate.

All incidents and accidents occurring on a visit will be reported back through the school systems.

Evaluation

The Group Leader with the EVC will evaluate all visits.

The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

The Group Leader (with administrative assistance) is responsible for presenting a financial account for the visit, which will be audited as part of the schools' procedures.

Date of policy: 3.12.2020

Pledge to Learning Outside the Classroom Manifesto. (LOtC)

<http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom/>

Manifesto summary

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

These, often the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn.

These experiences can take place in the school grounds; local nature reserves and wild places; city farms and parks; streetscapes; field study centres; farms and the countryside; remote wild and adventurous places; heritage and cultural sites; zoos and botanic gardens; places of worship; museums, theatres, galleries and music venues; and on cultural, language and fieldwork visits abroad.

The Manifesto can involve everyone who sees the benefits to young people, such as Government, Head teachers, governors, teachers and support staff, parents, local authorities, community and voluntary organisations, curriculum subject bodies, businesses and all those agencies that provide external support to schools.