Educational Visits Policy

Confidence, respect and a love of learning

Article 3: The best interests of a child must be a top priority in all things that affect pupils. Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Approved by: Curriculum and Personnel Committee
Reviewed on: 20/5/24
Next review due by: May 2026

Educational Visits Policy

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1. Aims

The Headteacher, Governors and Staff of Bonner Primary School consider that educational visits support and enhance the provision of the curriculum and enrich all children's educational experience. Educational visits will therefore be encouraged during some or all of the school day and are expected to take place at least once per half term. The visits are managed by the Educational Visits Coordinator (EVC).

An educational visit will be defined as:

- Children taken off-site, accompanied by the minimum recommended number of approved adults, to a venue.
- Visiting performers, professionals and instructors, to the school.
- A residential visit for which there is a separate section (see below).

The Headteacher, Governing Body and Staff are committed to ensuring that each visit is safe, represents value for money; that all costs associated are reasonable and that it is within the scope of the majority of families.

There are 10 key outcomes of educational visits:

Enjoyment Young people enjoy participating in outdoor activities and adopt a positive attitude to challenge and adventure.	**Confidence** Young people are gaining personal confidence and self esteem through taking on challenges and achieving success.	**Social awareness** Young people are developing their self awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others.	**Environmental Awareness** Young people are becoming alive to the natural environment and understand the importance of conservation and sustainable development.	**Activity Skills** Young people are acquiring and developing a range of skills in outdoor activities, expeditions and exploration.

Personal Qualities Young people are demonstrating increased initiative, self-reliance, responsibility, perseverance and commitment.	**Key Skills** Young people are developing and extending their key skills of communication, problem solving, leadership and teamwork.	**Health and Fitness** Young people are learning to appreciate the benefits of physical fitness and the lifelong value of participation in healthy leisure activities.	**Increased motivation and appetite for learning** Young people are displaying an increased motivation and appetite for learning that is contributing to raised levels of attainment in other aspects of their education.	**Broadened Horizons** Young people are broadening their horizons and becoming open to a wider range of employment opportunities and life chances.

2. Bonner Policies and National Guidance

This policy links to the Curriculum Policy and the Charging Policy.

This policy adopts the National Guidance published by the Outdoor Education Advisers Panel (OEAP) on the website http://oeapng.info . This provides detailed guidance about many aspects of outdoor learning, off-site visits and Learning Outside the Classroom, and includes Essential Reading for all key staff roles. Specific information can be found by using the site's search function.

Bonner Primary employees must follow that guidance as well as the requirements of this policy. Should there be any conflicting areas, please consult with the school's EVC.

3. Clarification of Roles

OEAP National Guidance (see section 2), sets out the responsibilities and functions, regarding educational visits, of specific roles including:

- Deputy Headteacher
- EVC
- Visit Leader

The Deputy Headteacher is responsible for:

- Ensuring approval for visits is given, including liaising with the LA where appropriate; ● Ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- Ensuring that all accreditation or verification of providers has been met;
- Ensuring that visits are evaluated to inform the operation of future visits;
- Ensuring that each visit has an appropriately competent Visit Leader;
- Ensuring that all teachers are aware of the LA guidance;
- Ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's public relations unit. See also the school's Critical Incidents Procedures. **The Educational Visits Coordinator is responsible for:**
- Ensuring educational visits meet the employer's and school's requirements;
- Supporting the Governors with approval and other decisions;
- Assessing the competence of prospective leaders and staff;

- Ensuring that Risk Assessments meet requirements;
- Organising, training and induction;
- Ensure group leader reflection is complete (accidents recorded in Accident Book, safeguarding concerns in CPOMS) and keep records of visits;
- Reviewing systems and monitoring practice.

The Visit Leader is responsible for:

- Overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare.

The Visit Leader must:

- Gain approval for the trip from EVC/DHT;
- Be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- Plan and prepare for the visit and assess the risks (see section 4);
- Complete a risk assessment on EVOLVE;
- Ensure parents are informed and have given consent;
- Organise emergency arrangements;
- Define the roles and responsibilities of other staff, volunteers and students and ensure effective supervision of what they do;
- Ensure that all members of staff have a copy of all the relevant documentation relating to the visit;
- Ensure that all staff are briefed on a plan of action in the event of a serious incident occurring.

Assistant Visit Leaders (any other adult on trip)

- Must be inducted into policies.
- Must be approved as competent.
- Must be briefed on their job, including all aspects of risk management.

- Should be part of the planning process where possible.

4. Procedural Requirements

For educational visits, the legal expectation of managing risk is linked to what is reasonably practicable, NOT perfection. 'Reasonable' includes the time it takes, the cost and effort versus what we are trying to achieve. For example, going to the park should not involve multiple risk assessments, signed off by multiple people - this is perfection, not reasonable.

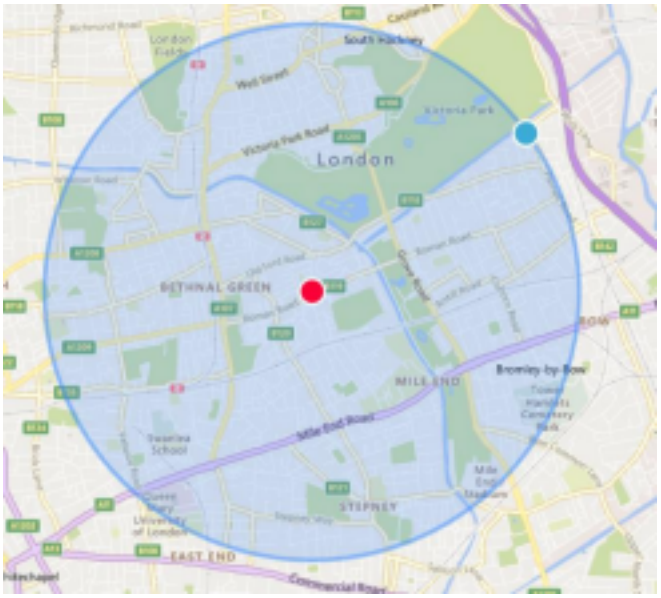
However, Bonner Primary has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place.

Trips are broadly split into:

Local Area Visits (within the LLA)	**Routine trips (e.g. museum, sports events)**	**Residential/Adventurous**
Follows generic local area risk assessment	Follows generic risk assessment with additions specific to venue, activity and transport	Follows generic risk assessment with extensive additions

No Evolve necessary but verbal permission needed from HT/DHT/EVC and **'signing-out sheet'** left with office for fire safety No parental permission needed Visitor Reflection form needs to be completed	Evolve needs to be completed Parents informed Payment letters where needed No parental permission needed	Evolve submitted to borough Parental consent needed Payment letters where needed

Local Learning Area (LLA) Bonner Bethnal Green:



Any trip within a 1 mile walking radius of the school.

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day which follow the Local Area Risk Assessment

Boundaries

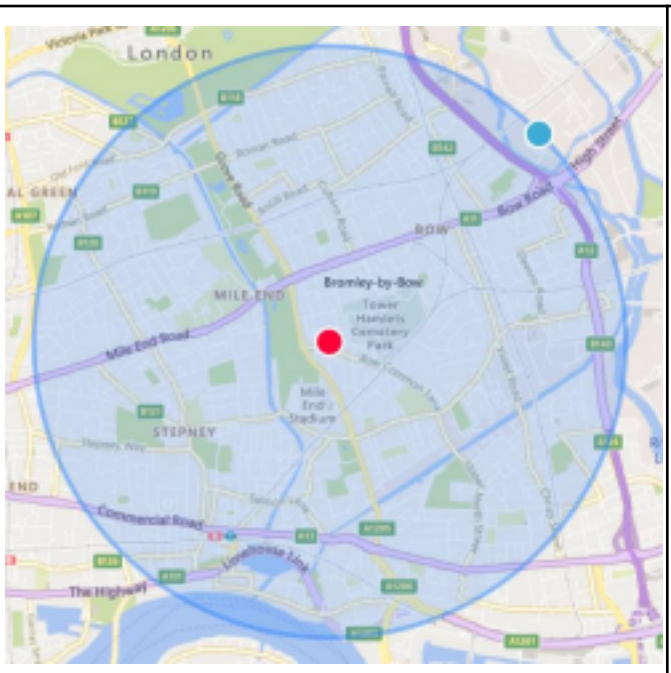
The boundaries of the Local Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues:

- Bonner Mile End
- Victoria Park
- Young V&A - formerly the V&A Museum of Childhood
- Bethnal Green Library
- Meathe Gardens
- Stepney City Farm (NB touching/feeding animals requires an Evolve)
- The Soanes Centre
- Tower Hamlets Town Hall
- Genesis Cinema
- Local shops
- Local schools
- Local places of worship

'No-go' areas within the Boundaries

- Areas near the canal
- Other bodies of water with no barriers (e.g. Victoria Park pond etc.)
- Walking alongside 'A' roads, including A12 with speeds exceeding 30mph
- Areas requiring public transport

Local Learning Area (LLA) Bonner Mile End:



Any trip within a 1 mile walking radius of the school.

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day which follow the Local Area Risk Assessment

Boundaries

The boundaries of the Local Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues:

- Bonner Bethnal Green
- Mile End Park
- Young V&A - formerly the V&A Museum of Childhood (NB this falls just beyond the boundary but will still be considered part of the LLA for BME)
- The Soanes Centre
- Idea Store Bow
- Stepney City Farm (NB touching/feeding animals requires an Evolve)
- Genesis Cinema
- Local shops
- Local schools
- Local places of worship

'No-go' areas within the Boundaries

- Areas near the canal
- Other bodies of water with no barriers, including Limehouse Basin
- Walking alongside 'A' roads, including A12 with speeds exceeding 30mph
- Areas requiring public transport

All other trips are split into:

Routine trips (e.g. museum, sports events)	Residential/Adventurous
Trips within the LLA which include a provider e.g swimming at York Hall/Mile End, Limehouse Basin or if public transport is used	Trips within the LLA which include 'adventure' e.g. sailing
Trips beyond the LLA, including museums, galleries, places of worship, exhibitions, sports venues (not adventurous)	Trips involving any overnight stay

The Visit Leader should use the Local Area Visit Checklist / Routine Educational Visit Checklist (appendix 1) to ensure all pre-trip tasks have been completed. The below outlines the steps required for organising and leading a trip.

4.1 Planning a trip in the LLA

Trips within the Local Learning Area may occur on an ad hoc basis. This may include decisions on the day to take children out within the LLA.

The Visit Leader/Assistant Visit Leader must:

- Know the boundaries of the LLA and know the 'no-go' areas.
- Follow the Local Learning Area Risk Assessment for LAV (appendix 2). All adults attending this trip must have good knowledge of the Safe Working Procedures - this is the responsibility of the Visit Leader.
- Check consent has been provided at the beginning of the year for all trips - verbal permission is not acceptable.
- Inform a member of SLT.
- Complete a Signing Out Sheet indicating which children have been taken out (appendix 3). This is handed to the office in case of a fire alarm. On return to school, this form is shredded. This form should be attached to any incident/accident forms as needed.
- Ensure there are an appropriate number of **competent** adults. There is no legal ratio in KS1 and KS2. A minimum of two adults must attend in case of an accident/emergency involving one of the adults. EYFS must have the appropriate legal ratio - Nursery = 1:3 , Reception = 1:6.
- Ensure medication, a first aid kit and the Emergency Procedures Cards are carried. ● With KS1 and KS2 first aid should be quickly/easily accessible (e.g. if school is nearby and a child could be returned in case of emergency).
- There must be a paediatric first aider with EYFS
- Record any accidents/injuries in the normal manner (accidents recorded in Accident Book in office and safeguarding recorded CPOMs) Inform SLT and parents where needed.

Parents do not need to be informed of trips within the LLA, however to maintain positive relationships and open communication, Visit Leaders may send an email/letter to inform parents.

4.2 Steps for Planning a Routine or Residential Trip

Step 1 Planning:
When planning a trip, Visit Leaders must be clear on the reasons for the trip. What will the children get out of the trip? Why this trip? Have they been there before? What experiences will this offer the children? How does this link to the curriculum? A learning objective must be specified on Evolve and the risk assessment.

Planning involves the STAGED approach:

Staffing	**Transport**	**Activity**
Staff team leading a trip must be competent Ratios will depend on age group Parent Volunteers **Legal ratios** Nursery = 1 : 3 , Reception = 1 : 6	Safest method vs best method A prerequisite visit must take place. When/how will you do this? Liaise with AHTs?	What will children be doing? Why? If someone else provides the 'activity', get a provider form. No need for risk assessments from venues/providers

Suggested ratios Years 1 - 2 = 1: 8, Years 3 - 6 = 1: 10	NB. If we arrange the transport, we are responsible for it (e.g. parents taking children at our request)	Teacher packs may be useful How much does the activity cost? Is it necessary? What can be done for free?

Group	Environmental Conditions	Distance/Time
Age, ability, experience, inclusion, effective supervision, behaviour	Weather? Water - slow moving, shallow	Further from school, further from help - impacts on first aid requirements

Step 2 - Approval, Calendar and Staffing:

On approval of the trip, Visit Leaders must add the information to the Bonner Calendar/Year Overview.

Decisions about staffing will be made by the EVC/DHT/HT. Ratios are decided on the basis of can this **staff**, manage this **group**, doing this **activity**, in this **environment.** Any adults needed for 1:1 support are not included in the ratios. NB. **Legal ratios:** Nursery = 1 : 3 , Reception = 1 : 6. **Suggested ratios:** Years 1 - 2 = 1: 8, Years 3 - 6 = 1: 10

All educational visits are accompanied by at **least 2 adults** from school **plus** volunteers.

Step 3 - Booking transport:

Transport must be booked by the Visit Leader via the TfL website within a minimum of two weeks prior to the trip. This is the Transport for London cut off time and any applications after this time, will be denied. Please do not leave it until the last minute as you may not receive your tickets within time

Coaches/minibuses are expensive and should be used as a last resort. They must be factored into the cost. These need to be booked via the admin team to ensure reliable, trusted companies are retained.

Step 4 - Informing families:

Families should be informed that a trip will be taking place. This can be via text or email. The letter in appendix [5] should be sent, informing parents why the trip is happening, where children will be going, how they will get there, and clothing and food requirements. Parents/carers should be informed that they can volunteer for trips by speaking to the class teacher. This letter will need to be sent on paper if packed lunch requests/payments are needed.

From September 2023, parental consent will not be required for trips. However, Visit Leaders should check that all consent forms were completed in September.

If payments on WisePay are required for trips, this must be sent a minimum of three weeks prior to the trip in a paper letter. Families must be asked for **voluntary contributions**. No child will ever be excluded for non-payment but trips may be cancelled if not enough contributions are received. Parents should be informed of this. A minimum of 75% of payments must be received or a trip will need to be cancelled.

Parent Information
Where? Location?

What? What will the children be doing there?

Why?	What will be achieved? Why this trip? What skills? What curriculum links?
When?	Date?
How?	Travel arrangements?
Clothes	Please make sure your child has sensible shoes and a suitable coat.
Lunches	You may send a packed lunch from home or order a school packed lunch. If you send a packed lunch from home, it should contain sandwiches, fruit snack, a snack such as yoghurt, crisps or a biscuit, water or fruit juice As some children have allergies, please do not send any food containing nuts – this includes peanut butter, hummus or cereal bars.
Cost	Entrance to _____ * is £*. We are asking for a voluntary contribution of £*. If we do not receive enough voluntary contributions, we may need to cancel the trip.

Step 5 - Lunch Requests:

School packed lunches need to be ordered in advance from the kitchen (appendix 6). This needs to be completed 2 weeks prior to the trip. The completed forms need to be placed in the folder on the kitchen door.

Packed Lunch Order Form	
Date of Request	
Date and Day of Trip	
Time needed	
Class	
Number of packed lunches needed	Cheese and Tomato - Tuna and Cucumber Egg Mayonnaise - Chicken and Sweetcorn -
Total number of children NOT requiring a hot meal	

Step 6 - Risk Assessment:

Risk assessments need to be in place for all trips. All Visit Leaders and assistant Visit Leaders should be familiar with, and follow, the guidance in the generic risk assessment. This generic risk assessment includes information on trips/slips/falls, emergency procedures including lost child, transport/road safety, weather conditions, and stranger danger.

Information which is specific to a trip must be completed by the Visit Leader. This will include the specific venue, the specific activities, the specific lunch venue, specific medical needs, specific allergy information, specific behavioural support, specific SEND support and any additional transport risks. See Appendix 7.

Note, if the trip is being led by an external provider (e.g. sailing), the risk assessment would be purely pastoral in nature as the specific activity would be covered by the provider.

Risk assessments must be uploaded to EVOLVE and submitted for approval a minimum of 2 weeks prior to the visit.

Risk Assessment to **		
Establishment: Bonner Primary School (Bethnal Green/Mile End)	**No. of Pupils:**	**Risk Assessment Date:**
Location/Activity:	**Class/Year group:**	**Lead Adult:**
Educational Objectives:	**Itinerary:**	**No of Staff:** ▪ Nursery = 1 : 3 ▪ Reception = 1 : 6 ▪ Years 1 - 2 = 1: 8 ▪ Years 3 - 6 = 1: 10 **Other adults/phone numbers:** • **Adult - Number (Group or 1:1)** • **Adult - Number (Group or 1:1)**

HAZARD List significant hazards which may result in harm	WHO? Child Adult All	RISK RATING Low Medium High	CONTROL MEASURES/FURTHER ACTION List existing controls and the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more
Group Risks/Medical/Behaviour			
Allergies			
Medical Needs			
Behaviour Needs			

Medical Information/Allergies:			
Name	Medical/Allergy information	Care Plan? YES/NO	Specific Actions For This Trip?

Residential Trips require a significantly more detailed risk assessment as there are a greater number of risks to manage including private transport, stopping at service stations, overnight risks, medical needs, changing environmental needs, etc. Greater distance requires greater risk management.

Residential Trip risk assessments must include notes re: Sepsis

Residential and adventurous trips must be approved by Tower Hamlets and so require an Evolve application submitted a minimum of 3 weeks before the trip.

Step 7 - Evolve:

Completing Evolve:

- ➔ **Name** - Give a name to your trip (e.g Year 4 - British Museum)
- ➔ **Type** - If YES to these questions, they must be approved by Tower Hamlets minimum 2 weeks before or the trip will not go ahead.
  - ◆ On site = At Bonner
  - ◆ Overseas
  - ◆ Residential
  - ◆ Adventurous Activity
- ➔ **Purpose** - primary purpose and intended outcomes must be linked to the curriculum

➔ **Dates**

➔ **Times**

➔ **Venues/Provider** -

- ◆ Venue = almost all trips, even if there is a workshop count as 'venue'
- ◆ Provider = adventurous (ski, climbing, sailing, expedition, etc.)

➔ **Travel Arrangements** - Tick all, including the 'walk' to a station/bus stop

➔ **Staffing** - Tick who you would like to come on the trip. EVC/DHT/Head will make the final decision on staffing, but will try to match the request. Add parents where applicable.

➔ **Attendees** - Complete year group and number of boys/girls. No need for register.

➔ **Event Specific Notes** - NONE (this will be on the risk assessment)

➔ **Attachments** Attach:

- ◆ Information to parents
- ◆ Risk Assessment
- ◆ Teacher pack where applicable

➔ **Submit** 2 weeks prior to trip

➔ Timeline of steps - wait for EVC approval, Tfl, Evolve etc

Step 8 - Reconnaissance visit

The Visit Leader must do a reconnaissance themselves before going on the trip. This should be done within a week of attending the trip as there may be changes to the route, etc. Any updates can be made on Evolve prior to the day of the trip. Trips can be cancelled if Visit Leaders deem anything unsatisfactory from their reconnaissance visit. Reconnaissance visits should be completed during PPA time. If there are extenuating circumstances why this is not possible, Visit Leaders must discuss this with SLT if additional release time is needed.

Step 9 - On the Day of the Trip

- All adult briefing - risk assessments are shared and discussed, expectations clear. ● Briefing children - discuss the expectations for the trip, including safe road use, safe transport use, behaviour expectations, what to do in an emergency (e.g. if they get lost) ● Ensure registers are completed and a copy/print out of the register is carried by the Visit Leader - admin team informed of any children who are remaining in school. Mark children as present or absent as normal. Do not change 'lunch' status.
- Visit Leader and first aider are responsible for ensuring all medication is taken and a first aid kit.
- Children wear school high - visibility vests.
- Risk assessment followed
- Any accidents/problems/near misses are reported to the EVC with accidents recorded in the normal way in the school office.

Step 10 - Monitoring:

After the trip, the Visit Leader and a child should complete the trip evaluation form on Google Forms. This forms part of our legal requirement to monitor educational visits.

5. Assessing Venues and Providers

Where possible Visit Leaders should visit intended venues. In cases where this is not possible the Visit Leader should research the intended venue using the internet, recommendations from other schools and any other means they have available to them.

Visit Leaders should look for the LOtC Quality badge (when the visit is provider led) and AALA Licences centres as holding one of the above is a creditable assurance of appropriate Health and Safety Management Systems.

A Visit Provider form can be found in the 'resources' section of EVOLVE (appendix 8) to support your research into providers that do not hold the above accreditation. New providers, or providers with no track record of visits will require a pre inspection visit. It may be necessary to visit a centre to see if the provider can meet the needs of pupils if the trip consists of pupils who have additional needs.

6. Volunteers (including parents)

At Bonner, we recognise the importance of building relationships with parents/carers. Parents are invited to volunteer for all trips. Visit Leaders must ensure that:

- All volunteers have an enhanced DBS if there is opportunity for them to be alone with a child/group of children. Volunteers without DBS are NEVER left alone with children. They do not lead groups alone. They do not accompany children to the toilet.
- Volunteers should be clear about their role and be made aware of the conduct expected from them while on the trip. This may include:
    - Supporting a group (with a member of school staff)
    - Road crossing support
    - Assisting with organising children when walking
    - No use of mobile phones including taking photos of their own children
- Volunteers should be placed with a member of staff from Bonner Primary school ● All volunteers are given copies of the risk assessment prior to the trip. This will not include any specific information about individual children (e.g. behaviour concerns, medical concerns). ● Should volunteers be used to lead activities, they must have the correct qualifications subject to the Governing body and/or experience if a qualification is not necessary

7. Emergency Procedures and Incident Reporting

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

- REMAIN CALM - Assess the situation.
- Safeguard yourself and then any other uninjured members of the group.
- Make sure all other members of the party are:
    - 1. Accounted for
    - 2. Safe
    - 3. Adequately supervised
    - 4. Briefed to ensure that they understand what to do to remain safe.
- Delegate Deputy Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
- Call emergency services as appropriate.
- Carry out first aid to the best of your abilities. Remember the aims of first aid are to:
    - 1. Preserve life
    - 2. Prevent the condition worsening

- 3. Promote recovery
- Follow the instructions and advice of the Emergency Services once they have arrived on the scene.

Essential First aid:

- Casualties need to be able to breath – if they are unconscious this means being put into a safe airway position
- You need to try to find and stop any serious external bleeding
- You need to protect the casualty from the environment - keep them warm ● Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact. They will need the following information: ○ 1. Who you are,
  - 2. Which Establishment you are from and what your role is within the group
  - 3. What number can you be called back on?
  - 4. What is the nature of the emergency?
  - 5. How many casualties there are and their status
  - 6. The total number of people in your party
  - 7. Your current location
  - 8. Whether you are staying where you are or moving – if you are moving where to?
  - 9. What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene. ● Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do. ● Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Complete the Visit Leader Action Card for accident/serious incident while off site. ● Keep a written log of all actions taken, conversations held and a timescale – See appendix 4 ● Complete an accident/near miss report form at the earliest convenience Visit Leaders must carry all emergency information with them during the visit e.g. emergency contact phone numbers, medical information.

Lost Child

NB Parent Volunteers not to be alone / solely responsible with a group.

Ensure all adults have all phone numbers of one another (Absence hotline phone can be used if advanced notice given)

- Urgently check for any hazards - particularly water
- Check activity area / last known location
- Try to contact them by shouting/blowing whistle
- If alone with small group:

    - retrace steps to where child was last seen
    - call Visit Leader
    - search for 10 minutes before calling emergency services
    - call school
- In a group:
    - delegate all children to other adults

    - retrace steps
    - search for 10 minutes before calling emergency services
    - call school

In all incidents, HT informed. CPOMS completed as 'safeguarding incident'. Parents informed by SLT.

Base contact

The School Base Contact must have immediate access to all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff. ● In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), the base contact will:

- Confirm the phone number at which the caller can be contacted back on;
- Note their location;
- Determine the nature of the emergency;
- Determine the type of help required.
- If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:
- Provide the required assistance if possible;
- Seek further advice or pass on details to other establishment contacts that may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention, the Headteacher or Designated Deputy/Assistant Head teacher must be contacted immediately.

The Visit Leader **must carry the Emergency Procedure Cards** with them at all times. These can be located in the Educational Visits Staff Information section on G - Drive and in appendix (4) of this policy.

8. Behaviour

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These will be re-emphasised as appropriate during the visit. Monitoring of the visit must be ongoing, and this contributes towards both enjoyment and safety.

Children are expected to abide by Bonner Primary School's behaviour policy when on educational visits or outdoor activities.

Trips need to be inclusive and accessible to all children so individuals cannot be denied an experience that is part of the National Curriculum. In a small number of cases, extreme circumstances can be considered and a team meeting would need to take place to assess what steps to take.

On residential trips, any child whose behaviour may pose a risk to themselves or others would need to have an individual behaviour plan in place. This would be completed through a collaborative

process involving the AHT, the class teacher and in some cases, the parents/carers.

It is primarily the responsibility of the Visit Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances – for example: over-busy lunch area, rain, rising water levels, etc.

Following the visit, the Visit Leader should record any significant issues, for both reference and to inform future visits. This can be done via the Google Form - Vist Leader Reflection.

9. Inclusion

Educational Visits must be available to all children, regardless of background or abilities. Visit Leaders must ensure that their provision meets the requirements of the Equality Act 2010, the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001. Guidance about inclusion can be found on the OEAP National Guidance website (see section 2 above).

The SENDCO can provide support where needed to ensure all children are included on trips. This may include adult support, social stories prior to the trip, alternative transport arranged, etc.

Under no circumstances is a child excluded from a trip due to special educational needs.

10. Monitoring

The Headteacher/Deputy Head and EVC are responsible for ensuring compliance with this policy and for the monitoring of visits organised by Bonner Primary School.

The EVC is often best placed to carry out routine monitoring. Monitoring will take place through a series of spot checks by the EVC during the year. Documentary evidence of these spot checks will be recorded in a document shared with the Headteacher and informs future training. The EVC aims to follow the advised 60 minute method - 60 minutes per term monitor from the school site. This may include:

- Staff briefing
- Student briefing
- Parents briefing
- Getting on/off a coach/tube
- Watch head counts
- Watch return to school
- Watch debrief
- Phone the provider - ask how the school is

The OEAP National Guidance includes a document on monitoring. In case of doubt or concern, advice may be obtained from the Educational Visits Coordinator.

All educational visits are evaluated by the Visit Leader using the Visit Leader Reflection form (https://docs.google.com/forms/d/1b0aXjN2-vsEZ3mDX81wGtBHNiXTm-jXLdSLP-SDtSrY/edit)and by a child (https://docs.google.com/forms/d/1ECiiEXSymV32WFJWSIMvXBvLtUU9cXp7qYxgaSyyHdg/edit) A Google form evaluation is completed which forms part of the monitoring cycle.

11. Induction, Training, Succession Planning

All Visit Leaders receive training on leading trips. The EVC will attend training with the LA/Evolve and

follow this up with refresher courses.

12. Insurance

The Visit Leader must ensure that the trip has appropriate insurance cover – check information with the School's Business Manager - insures participants, staff and pupils.

Personal accident insurance cover is required for all potentially hazardous activities, and for all trips abroad. Please check providers have **£5 Million Public Liability Insurance**.

Insurance cover is obtained for visits and activities which:

- Include foreign travel
- Involve potentially hazardous activities.

For all other trips insurance cover depends on the cost of the trip and the nature of the activities. Some cover may be provided through the school's own insurance policy but staff should check with the school business manager and top up as necessary. Parents are informed in writing of the insurance arrangements.

13. Finance

The below statement comes from the Charging Policy 2019:

> *We try to enrich our curriculum by a wide range of trips which enhance children's learning. These trips and visits are defined as curriculum activities. We undertake a maximum of six trips each school year (one every half term) and* ***if there is a cost to the school*** *we ask for a voluntary contribution for each trip, up to a maximum of £10 per trip. However, all contributions are voluntary and* ***no child will ever be excluded for lack of payment****.*
>
> *The following is a list of trips that sometimes require us to ask for voluntary contributions from parents. This list is not exhaustive:*
>
> - *visits to museums and art galleries*
> - *visits to the theatre*
> - *trips where there is an entrance fee*

Appendices

Appendix 1 - Checklist for planning trips
Local Area Visit Checklist
Routine Educational Visit Checklist

Appendix 2 - Safe Working Procedures for LLA: Safe Working Procedures for LLA

Appendix 3 - Signing Out Sheet
Signing Out Sheet for LLA

Appendix 4 - Emergency Procedures Card
Emergency Procedures Cards for Trips/Visits

Appendix 5 - Letter template
Trip letter template

Appendix 6 - Packed Lunch and WisePay

Form WisePay – Trips 2023

Appendix 7 - Risk Assessment Template for Routine Trips: Risk Assessment Template for Routine Trips to

Appendix 8 - Evolve Provider Form
Provider_Form_Tower_Hamlets