

# Educational Visits Policy



**WATERGATE SCHOOL**

**'I Can, You Can, Together We Will'**

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Approved by: Linda Matthews, Headteacher

Date of Last Review: April 2025

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# Watergate School

## Educational Visits Policy

This policy applies to any visit beyond the school grounds.

### 1. Aims:

This policy aims to ensure that:

- ✓ Educational visits are appropriate, well planned and undertaken to enhance the learning and development of pupils
- ✓ All leaders and staff involved in visits are aware of their roles and responsibilities
- ✓ Risks have been considered and all practicable strategies are in place to manage or reduce risks
- ✓ All leaders and staff are aware of the procedures in place and what to do, should an emergency occur during a visit
- ✓ Visits comply with local and national guidance and requirements

### 2. Context:

Research has identified 10 key outcomes for children who have the opportunity to participate in education visits. These outcomes align with Watergate curriculum across all six areas and, particularly, with the golden threads of communication & interaction, independence and thinking & problem-solving.

Additionally, we are aware that opportunities for pupils at Watergate to engage with enrichment activities within their local and wider communities are not always readily available or accessible outside of school hours or term time.

We, therefore, need to ensure that meaningful, engaging, relevant and enjoyable educational visits are planned for as an integral part of our curriculum and learning offer for all pupils.

### 3. Roles & Responsibilities:

Visit Leaders are responsible for:

- ✓ Planning their visits
- ✓ Completing the necessary paperwork and obtaining approval from the EVC prior to making any commitments and/or undertaking a visit
- ✓ Ensuring that their visits comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary

The Educational Visits Coordinator (EVC) is responsible for:

- ✓ Approving all visits
- ✓ Supporting Visit Leaders in planning for well-managed, engaging, relevant and enjoyable visits
- ✓ Determining the competency of Visit Leaders to undertake their role
- ✓ Identify training needs relating to educational visits and arrange professional development to meet those needs
- ✓ Ensuring there is adequate supervision planned for on each visit and check that Visit Leaders have made staff aware of their roles and responsibilities
- ✓ Ensuring any external providers are appropriately selected and used

- ✓ Ensuring systems are in place for informing parents of educational visits and obtaining consent where necessary
- ✓ Ensuring systems are in place for obtaining and securely handling up to date pupil data, including contact details, medical information, dietary requirements and information about special needs
- ✓ Ensuring planning and management of visits takes into account current governments guidance about epidemics, such as coronavirus
- ✓ Ensuring any travel or transport arrangements are suitable
- ✓ Ensuring there are emergency procedures in place and that the Senior Leadership Team, Admin Team and Visit Leaders are aware of these procedures and their role(s) within these
- ✓ Ensuring accidents and incidents are recorded and investigated, learning is shared and RIDDOR requirements are met
- ✓ Ensuring any visit charges comply with the school's charging policy
- ✓ Safeguarding issues are addressed and any necessary DBS checks are completed

The Headteacher is ultimately responsible for authorising all visits.

The Governing Body is responsible for:

- ✓ Carrying out their role of 'critical friend'
- ✓ Understanding how educational visits support and enhance a wide range of learning outcomes for children
- ✓ Monitoring policies and procedures
- ✓ Promoting inclusion
- ✓ Ensuring that an appropriate EVC is in role

#### **4. Staff Competency:**

Staff competence is the single most important factor in the safe management of visits. In deciding whether a member of staff is competent to be a Visit Leader, the EVC (and Leadership Team where appropriate) will take into account the following factors:

- Relevant experience
- Previous relevant training
- The person's ability to make dynamic risk assessment and take charge in an emergency
- Knowledge of the pupils, the venue, and the activities to be undertaken on the visit

The EVC will have successfully completed EVC training with a reputable provider. The EVC will undertake all and any necessary refresher training and be aware of any updates and changes to local or national guidance.

#### **5. Parental Consent:**

Local Learning Area visits – parental consent is not required for visits within the Local Learning Area (e.g.; in Borough local visits which do not require transport arrangements) which are part of the curriculum and during school hours. Parents should, however, be informed of the nature and purpose of the visit(s). Local Learning Areas visits may include ongoing or 'one-off' walks in the local area, walks to the local shops, parks or community venues.

Specific visits – parental consent must be obtained for specific visits which require transport arrangements, are out of the Local Learning Area, are residential or involve the services of an

external provider. For these visits, parents must be provided with sufficient information about the details, nature and purpose of the visit in order for 'fully informed consent' to be given.

Consent should, in the first instance be sought via paper (letter) or digital (email or text) means. Responses can then be given to Admin to scan and save digitally on pupil files.

Where written consent could not be obtained, it may be necessary to get consent verbally, e.g.; over the phone. This information should be recorded on CPOMS, detailing the information given by the member of staff about the trip, who they spoke to (relationship to child), the parent's response (consent) and the date and time this was given.

## **6. Charging:**

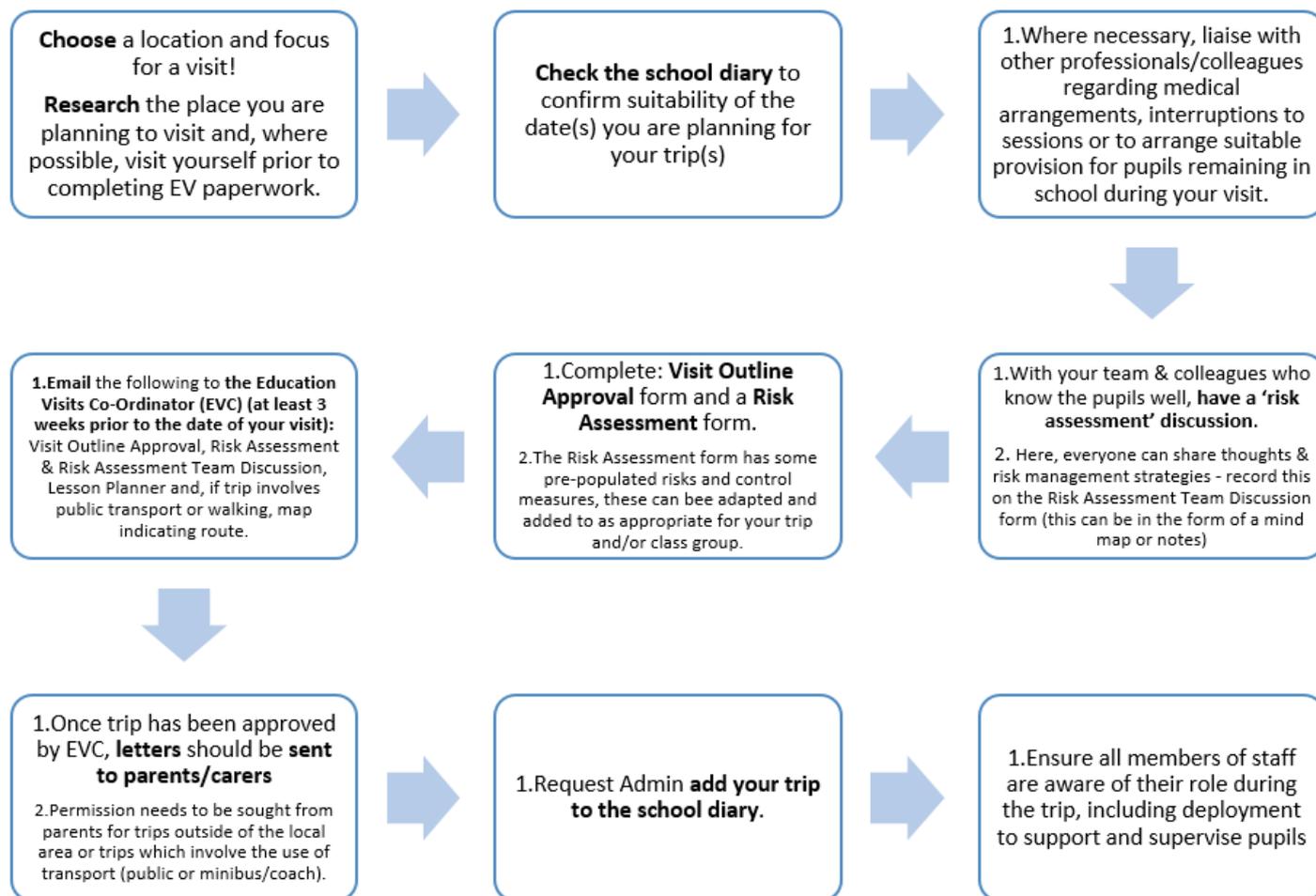
The School does not charge parents for educational visits which take place during the school day or form part of the school's curriculum, or for transport to such visits.

Where a visit does incur a cost to the school, a financial donation may be sought. In these cases, parents will be informed of the nature and details of the proposed visit, the likely educational benefit and the financial contribution per pupil if the visit were to take place. The information will emphasise that there is no obligation to contribute and no pupil will be excluded from the visit in the event of their parent being unable or unwilling to contribute. It will also be made clear that it may not be possible for the visit to take place if there are insufficient contributions.

## **7. Planning an Educational Visit**

See the flow chart below for the steps involved in planning an educational visit. This and further information can be found in the school's Education Visit Guidance (Appendix A).

## The Visit Leader will:



On the day of your visit, remember to sign out (and back in) with reception.

On the day:

On the day of your visit, please remember to...

- Sign out all adults and pupils going on the trip before you leave at the Reception Office
- Sign back in on your return
- Take up to date copies of the Pupil Data Information sheet – these must be kept in a locked bag, which you can get from the school office in order to comply with data protection
- Ensure that you have collected all necessary medication from the School Office for any pupil with medication indicated on their Care Plan(s). All medication must be signed out and signed back in.
- Take all necessary equipment with you
- Take at least one fully charged mobile phone with you – if your Risk Assessment identifies needing more than one mobile phone, ensure that you comply with this

## 8. Emergency Procedures:

Every visit will have a Risk Assessment agreed in advance by the EVC. This may be a generic risk assessment or a specific risk assessment, advice as to which is required will have been provided by the EVC.

Risk Assessments will contain management strategies for incidents such as medical emergencies or accidents.

The School has in place emergency procedures for the event of a 'critical incident'. This includes any incident during a visit where events go beyond the normal coping mechanisms and experience of the Visit Leader.

In the event of a critical incident during a visit, staff on the visit will immediately notify the school, following the emergency procedure below.

Immediate Action by Visit Leader or staff on visit	
1	Ensure your own safety
2	REMAIN CALM – assess the situation
3	If possible, delegate actions to other staff
4	Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised
5	Call relevant emergency services if necessary on 999
6	Where necessary, carry out first aid to the best of your abilities
7	Call the school and ask for the Educational Visit Emergency Procedure to be activated School number (school hours) 0208 695 6555 Out of hours 07825 111 595 (Headteacher)

Educational Visit Emergency Procedure Action – school based	
1	During school hours, the member of staff taking emergency call from staff on trip should immediately inform: <ol style="list-style-type: none"><li>1. Natalie Carroll (EVC) or</li><li>2. Linda Matthews (Headteacher) or</li><li>3. A member of the Senior Leadership Team</li></ol>
2	Out of school hours, Linda Matthews (Headteacher) will receive the emergency call directly from staff on the trip
3	Establish: <ul style="list-style-type: none"><li>• The nature of the emergency</li><li>• The location of the group</li><li>• If support or assistance is needed from the school and in which capacity</li><li>• Alternative lines of communication (e.g.; mobile phone numbers of other adults on visit) should be gathered in order to ensure contact should the initial line fail or become unavailable</li></ul>
4	Organise: <ul style="list-style-type: none"><li>• SLT and/or other members of staff to attend the location if necessary to provide support and/or return pupils and staff not involved in the incident to safety/school</li><li>• A member of staff to make contact with families as necessary to keep them informed of the situation</li></ul>
5	In the event that the incident overwhelms the school's emergency response capability, where it involves serious harm or fatality, or where it is likely to attract media attention the school will seek assistance from the local authority.

This Policy considers the guidance and meets the requirements of:

- The Outdoor Education Advisers' Panel (OEAP) National Guidance
- DfE 'Charging for School Activities' guidance, 2018
- Local Authority (Lewisham) document 'There and Back Again' Policy ('There and Back Again', The Outdoor Education Handbook, 2017)

## Appendix A: Educational Visits Guidance

# Educational Visits: Guidance

Please read Watergate's Educational Visits Policy for further information regarding:

- Emergency procedures
- Charging/funding for visits
- Parental consent

### Why are educational visits such an important element of the curriculum and learning experiences at Watergate?

Research has identified 10 key outcomes for children who have the opportunity to participate in education visits and we know that opportunities for our pupils to engage with enrichment activities within their local and wider communities are not always readily available or accessible. We, therefore, need to ensure that meaningful educational visits are planned for as part of our curriculum and learning offer for all pupils.

Educational visits provide opportunities for children to develop:

**Enjoyment:** enjoying participating in outdoor activities and reacting positively to challenge & adventure

👁️👁️ smiling, demonstrating enjoyment, wanting to repeat experiences/activities, opting in, participating, communicating, enthusiasm!



**Life Skills:** developing and extending communication, problem-solving, creativity, co-operation, independence & teamwork



👁️👁️ listen, respond, have ideas, communicate, co-operate, try again

**Wellbeing:** enhancing wellbeing, gaining confidence, developing character & resilience by taking on challenges and achieving success



👁️👁️ overcoming apprehension, taking part, trying again, pride in achievements, determination, trying new things

**Personal Qualities:** developing initiative, enthusiasm, curiosity, self-reliance, responsibility, tenacity & commitment

👁️👁️ increased independence, overcoming barriers, trying hard, focus, persevere, humour, responsibility

**Motivation to learn:** raised levels of holistic development, increasing responsibility, feeling fulfilled

👁️👁️ trying hard, self-motivation, trying new things & challenges, good relationships, participation in a variety of school & community life



**Healthy Lifestyle:** benefiting from physical activity, developing desire to engage in healthy leisure options

👁️👁️ choosing to be active, wanting to do more, wanting to try more things, keeping fit

**Social and emotional awareness:** developing self-awareness & social skills, appreciating the contributions & achievements of themselves and others

👁️👁️ know their own strengths & limitations & those of others, trust, accept support, offer support to others, understand how actions impact others, develop friendships, be safety aware, be responsible, be tolerant &



**Environmental awareness:** experiencing and becoming alive to the natural local and global environment and understand the importance of conservation and sustainable development

👁️👁️ exploring outdoors & different environments in different conditions, caring for the environment, experiencing 'awe and wonder' in response to natural environments



**Broadening horizons:** being open to a wider range of opportunities

👁️👁️ be aware of environments & cultures, be open-minded, respond positively to opportunities, choose to extend experiences and learning



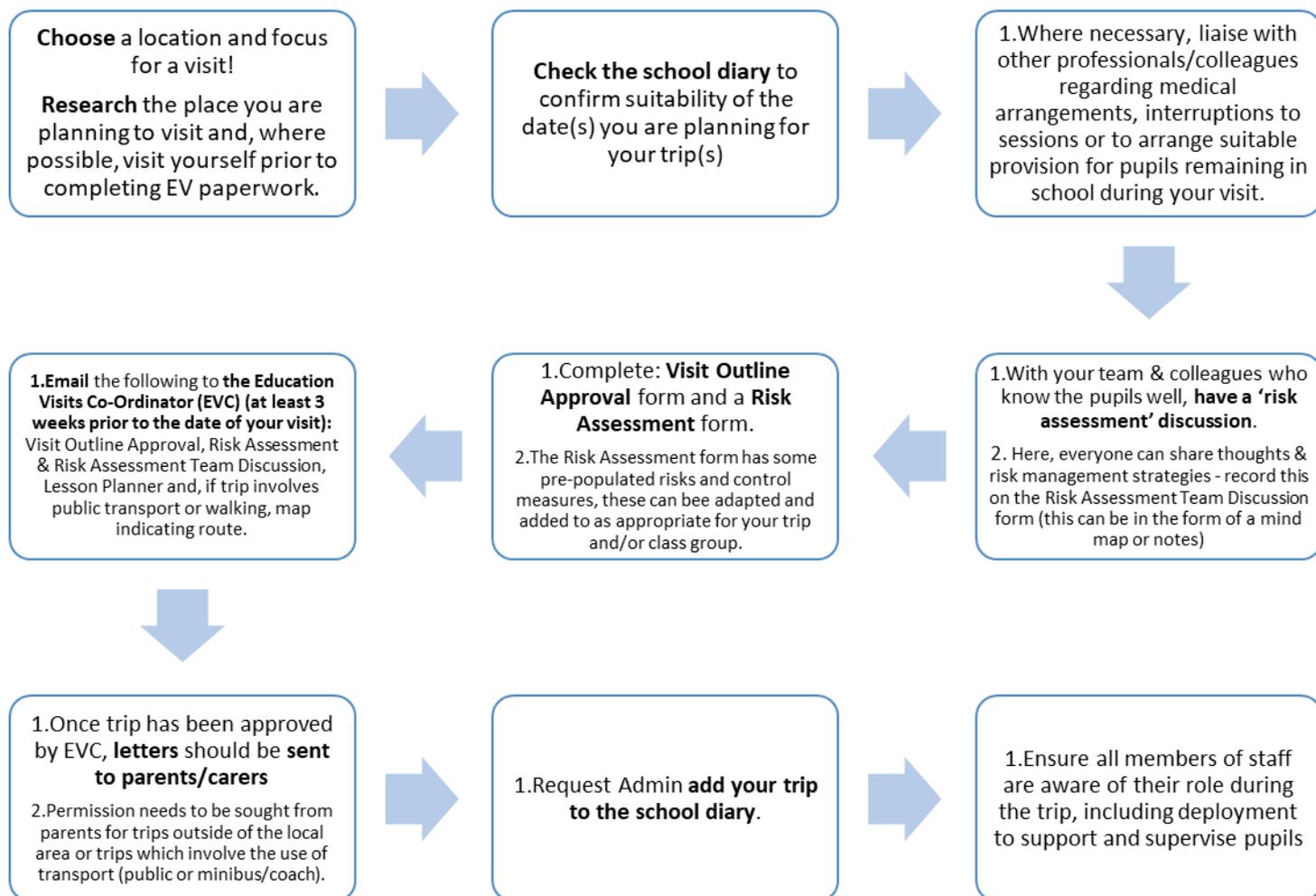
**Skill development:** developing a range of skills in outdoor activities, exploration, journeys and expeditions

👁️👁️ developing & applying physical skills, determination, resilience, dressing appropriately for different environments/activities, responding positively in challenging environments



## Education Visits – process

### The Visit Leader will:



On the day of your visit, remember to sign out (and back in) with reception.

### Essentials to take on your visit:

- Mobile phone (or more than one if Risk Assessment indicates need for this) – make sure you have the school number and the phone is charged
- First Aid kit
- Pupil Data Information sheet for each pupil on the trip – the office can provide copies of these
- Care Plans and medication as necessary
- All necessary equipment for pupils, including personal care supplies

Please see the Visit Leader Checklist on the next page, which can support you in ensuring the various aspects of planning an educational visit have been considered and addressed.

### Who is the Educational Visits Coordinator?

Natalie Carroll is the Educational Visits Coordinator. Please use the following email to send completed Educational Visit paperwork or for EV queries: [n.carroll-ward@watergate.lewisham.sch.uk](mailto:n.carroll-ward@watergate.lewisham.sch.uk)

### Visit Leader Checklist

This list is designed to be a prompt for visit planning and a final check. The relevance of each point and the complexity of responses, depends on the nature of the visit.

This is for your own planning purposes and does not need to be given to the EVC.

<b>General</b>	
	The intent of the visit is clear and focuses on the learning and development of pupils
	The risks of all aspects of the visit have been considered and it is clear what the leaders need to do to manage the risks
	There is access to first aid appropriate to the group and the environment
	I, and all staff on visit, are aware of the emergency procedures and emergency contact details
	I have effective means of communication in case of emergency
	External providers and facilities meet expected standards
	Any contract with an external provider is satisfactory and has been agreed by the EVC/HT
<b>Staffing</b>	
	All staff and helpers are clear about their roles, can fulfil them competently, and have been approved by EVC
	There are sufficient staff and helpers to ensure effective supervision and deal with incidents and emergencies
	All staff and helpers have received relevant information about the visit and group of pupils
	All staff have read and signed the Risk Assessment
	Activities
	There is sufficient suitable equipment available
	Transport/travel arrangements are appropriate
<b>Group</b>	
	Parents have been fully informed about the visit and have given their consent if required
	There are clear agreements about requirements such as charges.
	Up to date contact details, medical and allergy information, dietary requirements and information about specific needs are available and, where necessary, shared with any external provider
	Plans for visit comply with current guidance about epidemics (such as Coronavirus)
	Medication arrangements as necessary are addressed
	Dietary requirements as necessary are addressed
<b>Environment</b>	
	Environmental factors (e.g.; weather, natural and man-made hazards) have been considered
	Accessibility issues are addressed
	I have undertaken a preliminary visit, or am already familiar with the venue/provider, or have sufficient information from other sources
	Any accommodation (for residential trips) is safe and suitable
<b>Finally...</b>	
	My decision is that this visit is well prepared and should take place
	The visit plan has been approved by the EVC