

The Friars Primary School  
Cannon Street  
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# Educational Visits Policy

**Happiness – Achievement – Respect - Determination**

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## 1. Relationship to Vision Statement, Mission Statement and Shared Values

- 1.1. This policy document relates to The Friars Primary School's vision statement and shared values:

The Friars Primary School will take children forward into the future by promoting high levels of achievement, respecting and meeting their unique academic, social and emotional needs so all children are prepared for the next stage of their education and life in modern Britain. This is underpinned by the shared values that will drive the work of the school: **happiness**, **achievement**, **respect** and **determination**.

- 1.2. Specifically, educational visits support our vision and shared values by:

- extending personal horizons
- developing independence, confidence and self-esteem
- enhancing learning and raising achievement.

- 1.3. This policy document is also intended to support our mission statement:

The Friars Primary School provides a calm, nurturing and caring environment that helps *all* children to grow in confidence and self-esteem as learners. Through creating a safe, supportive and **happy** environment, children are able to make progress and achieve their potential. At The Friars Primary School, we believe English and Mathematics are the backbone of children's academic success and **achievement**. Teaching and learning is based on accurate, reliable and timely information from *assessment of learning* and *assessment for learning*. Differences in learning are **respected** and our staff are **determined** to meet the needs of *all* children to promote high levels of **achievement**.

We are **determined** in driving our own school improvement, setting our own priorities and targets and recognising that, for the benefit of the children, we can always develop our policies and practices to maximise progress, **achievement** and wider outcomes. The leadership and management of the school put into place effective systems for quality-assurance and self-evaluation.

1.4. Specifically, this policy document relates to the following aspects of the mission statement:

- Educational visits can give children experiences of people, places and activities that they would not experience otherwise, thus expanding their world view and personal horizons.
- Educational visits can provide children with opportunities to problem solve, work independently or as part of a team, thus developing confidence and social skills to better prepare them for the next stage of their education and life in modern Britain.
- Educational visits can enhance learning through first-person experience of the people, places and artefacts that they are studying, making the topic come alive for the children.

1.5. This policy document also relates to the following aspects of promoting fundamental British values:

- *Democracy: Pupils will have opportunities to work as part of a team: to put their point of view forward and also to accept the decisions of others.*
- *The Rule of Law: Pupils will be made aware of acceptable behaviour in the wide world and how other establishments expect visitors to behave and show respect.*
- *Individual Liberty: Pupils will have opportunities to work outside the school environment with greater independence, making more decisions for themselves.*
- *Mutual Respect: Pupils will be taught how to behave outside the school ground and how to address and treat the members of the public that they encounter. Pupils will work as part of a team.*
- *Tolerance of Those of Different Faiths and Beliefs: Pupils will experience people and places out of their ordinary experience.*

## 2. Policy Aims

This policy applies to all activities arranged by or through the school which take place outside school boundaries.

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

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.

It 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. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

The health and safety of pupils and staff participating in educational visits is of paramount importance.

## 3. Outline of Procedures and Expectations

All educational visits must take place under the terms of the regulations, advice and procedures published by Salford Authority. The document **LA Guidance 2013** can be found at [www.salfordlavisits.co.uk](http://www.salfordlavisits.co.uk) in the resource section.

Approval for educational visits must be obtained verbally from the Head teacher, before any commitment is made on behalf of the school.

All trips and visits are then recorded on the **EVOLVE** system ([www.evolve.edufocus.co.uk](http://www.evolve.edufocus.co.uk)) and sent to the EVC who will review the planning form and send it to the head teacher for approval **3 weeks** in advance. Any overseas or residential trips or adventurous activities also require approval from the Local Education Authority and must be sent **4 weeks** in advance of the visit.

Parental or carer consent should be obtained on an individual visit basis. The information provided to parents, prior to granting consent, should include full details of the activities and any other significant details.

A **Trip Checklist form** must be completed and a copy given to the Office prior to the trip. This checklist will help you organise a successful visit and includes information on costs, lunchtime arrangements and the venue and transport company.

### **Supervision**

Visits must have **effective supervision** in place that has been approved by the EVC and Head/Manager. For all visits the visit leader, EVC and Head of establishment will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- the type, level, and duration of activity
- the nature and requirements of individuals within the group, including those with additional needs; the experience and competence of staff and other adults
- the venue, time of year and prevailing/predicted conditions
- the contingency options

Adult supervision will be as a guidance:-

Nursery: 1:5

Reception: 1:8

Year 1, 2 & 3: 1:10

Year 4, 5 & 6: 1:15

However, this must be assessed on an individual trip basis in consultation with the Head Teacher

Early Years Groups Ratios for Early Years are specified and must be adhered to, see **Statutory Framework for the Early Years Foundation Stage**.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> However, staff should be aware that the specified ratios may not be adequate to provide effective supervision on Off-site visits.

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment.

### **Visit leader**

A group list, emergency action checklist, first aid kit (including any medication for individual children, e.g. inhalers) and a mobile phone must be taken on every visit.

Where appropriate the visit leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- the time of year,
- weather conditions,
- altitude and exposure to the elements.

### **4. Road Safety - See also Road Safety Policy**

Road accidents are the single greatest threat of death or injury facing children on educational visits. The Friars Primary School is concerned about all issues relating to road safety, both within the curriculum and day-to-day practices, such as travel to the school site and organised trips.

**Supervising staff must take all due care when crossing roads with pupil. Indeed, their supervisory conduct must be exemplary.**

Our most important priority is to minimise risk and to safeguard children at all times whilst in our care. There is a joint responsibility for children's safety with parents/carers and across the entire school community. It is with this in mind that the school therefore implements this road safety policy.

When on school trips:

- Routes and protocols must be established prior to the trip. When this is crossing temporary road works, routes must be checked carefully prior to the trip, as close to the leave time as possible.
- Children are to walk side-by-side in pairs with the adults walking between the children and the road.
- At busy crossings, children are separated into small groups with safe stop points to be organised before crossing the road. Adults are to block traffic. Children are to wait with adults at a safe meeting point while following groups cross the road.
- Adults should have mobile phones available and should exchange numbers with all other adults within the group.

- In the event of an accident, the designated adult will take responsibility for the group while the incident is dealt with. Wherever possible, a qualified 'First Aider' will accompany the trip.

Please see Appendix 1 for a crib sheet to support any decision making and requirements.

## **5. Statement(s) of Intended Impact on Children's Learning and Experiences**

The benefits of educational visits include opportunities to:

- enhance learning
- develop independence
- develop team work
- enrich and support the curriculum
- develop resourcefulness and problem solving skills
- face challenges
- question values
- develop social skills
- extend environmental awareness
- extend personal horizons.

## **6. Monitoring and Evaluation Arrangements**

The Educational Visits Co-ordinator will use the EVOLVE system to monitor educational visits.

## **7. Links to Other Policies**

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>

The following documents are all accessible via the resource section of EVOLVE [evolve.edufocus.co.uk](http://evolve.edufocus.co.uk)

LA Guidance 2013

Health and Safety in Schools DfE 2014

Appendix 1 – School trip crib sheet

Action	Completed Y / N / N/A
When a trip is being organised, ensure that there are no conflicts in the school diary that would affect participation or organisation.	
Evolve form is completed and signed off at least 3 working weeks prior to the trip taking place.	
If parental consent is required, hand out information and consent letters at least 3 working weeks prior to the trip taking place. Request that a text message reminder is sent 1 day before.	
If parental consent is not required, hand out information letters at least 1 working week prior to the trip taking place. Request that a text message reminder is sent 1 day before.	
Organise lunches at least 1 working week prior to the trip taking place including any special requirements – dietary, early leaving times	
Follow up with venues at least 1 week prior to the trip taking place, confirming the learning activities and the organisation – time, spaces.	
Ensure that a copy of medical records and parental contact details are available for the group leader. For any children requiring medicine (inhalers, travel sickness tablets), ensure that parents have been informed of this requirement. Check this before leaving.	
All adults are to be briefed on the expectations of the trip – learning outcomes, route, road safety protocols.	
Exchange phone numbers with all adults in the group.	
When walking, ensure that road safety protocols are followed (2:2 walking, staying together as a group, crossing busy roads in smaller groups)	
When travelling by coach, children are to fill up from the front. One adult sits at the front of the children, one adult at the back and, where possible, an adult in the middle.	
Seatbelts are all checked before a coach departs.	