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# **Enfield County School for Girls**

## **Educational Visits Policy**

**September 2022**

Date Policy Updated:	September 2022
Date for Next Review:	September 2023



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## 1. Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Enfield County School for Girls a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

We use the “**London Borough of Enfield – Guidance for Off-Site Visits and Related Activities with National Guidance & Evolve 2022**”, a document stored in our secure area in EVOLVE.

Activities that are not included within our Local Learning Area (1) will be more complex in nature and therefore need additional planning and risk management. These will include the following:

- Day visits that are more complex or further afield
- Overseas visits
- Residential visits
- Adventurous activities

### Planning Meeting

In the early stages of planning it is good practice for the visit leader to convene a 'Planning Meeting', ideally including all staff involved in the visit. This Planning Meeting will provide the opportunity for information to be shared amongst colleagues, discussions to take place, decisions made, and for relevant details to be recorded. Such a meeting helps ensure that everyone understands the plan and that everyone has opportunity to contribute to it. This process of sharing, discussion, decision making, and recording should be ongoing throughout the planning phase.

All ECSfG visits are recorded on EVOLVE, as this reduces bureaucracy, ensures that a robust audit trail exists, and helps evidence learning outcomes. EVOLVE provides a means of recording and sharing visit planning, and enables the EVC and Headteacher to contribute to, support, and monitor the activity.

'Risk assessment' is a process, and not a document. HSE (Health, Safety and Environment) legislation dictates that the significant findings of the risk assessment process must be recorded, but it does not state any particular format for this. The 'significant findings' are a combination of the identified issues and what is being done about these. There is no legal requirement to document the findings of the risk assessment process in any particular format, therefore it is up to the school and visit leadership team to decide what format works best and will be most useful for them. Options could include any, or a combination of the following:

- Event Specific Plan on EVOLVE
- A traditional completed template/form (uploaded to EVOLVE)
- A mind-map or annotated illustrations (photographed and uploaded to EVOLVE)
- Handwritten notes (photographed or scanned and uploaded to EVOLVE)

Information recorded could include:

- Planning notes, decisions made, comments, etc.
- Participant briefing notes and 'rules'

- Operating procedures
- Event Specific Notes
- Risk assessment findings
- Other documents, e.g. letter/s to parents, itinerary, kit list, etc.

Additional notes on risk management

- It is not possible to eliminate all risks, but they should be reduced to an acceptable or tolerable level. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. An activity should only take place if, in the professional judgement of the leader, the residual risk following implementation of any control measures is deemed to be acceptable, as far as is reasonably practicable

- Where an adventurous activity is to be delivered by an external provider, the provider will have responsibility for managing the activity. As such, the provider's risk assessments are not the concern of the school leader, do not need to be requested from the provider, and do not need to be uploaded to EVOLVE.

## 2. Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Enfield County School for Girls:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities and risk assessments.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## 3. Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**  
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. **Other non-residential visits within the UK that do not involve an adventurous activity. E.g. visits to museums, farms, theme parks, theatres, etc.**  
These are entered on EVOLVE by the Educational Visits Co-ordinator (EVC) and submitted to the Headteacher for checking. The EVC then submits to the Headteacher for approval. Risk assessments are confirmed by the LA via EVOLVE.
3. **Visits that are overseas, residential, or involve an adventurous activity.**  
These follow 2.above, but the Headteacher then submits the visit to the LA for approval of our detailed risk assessment.

## 4. Roles and responsibilities

**Visit leaders** are responsible for the planning of their visits, and gaining approval from the Deputy Headteacher (Curriculum) before the EVC will enter the visit on EVOLVE (where required). They should obtain outline permission for a visit from the Headteacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

**The Educational Visits Coordinators (EVC)** are Deputy Headteacher (Curriculum) and the Administrator, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first

point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Headteacher** has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the LA for approval.

**The Governing Body** should view their main function as being 'to enable and ensure', a role that is sometimes described as being a 'critical friend'. It is vital that there is a close and supportive but challenging relationship with ECSfG's EVC. (See *National Guidance* [www.oeapng.info](http://www.oeapng.info) for additional information). Individual governors may be given 'read-only' access to EVOLVE.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## 5. Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Headteacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

## 6. Emergency procedures

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

## 7. Educational Visits Checklist

Enfield County School for Girls' Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

## 8. Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc.), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via [www.ParentPay.com](http://www.ParentPay.com).

## **9. Inclusion**

Enfield County School for Girls complies with the Equality Act 2010.

## **10. Transport**

Enfield County School for Girls follows the National Guidance.

Staff with correct qualification to drive the school minibus are:

Adrian Saies (HW Site Manager)  
Kevin Culling (RA Site Manager)  
Samantha Bassett (3D Design & Technology Co-ordinator)  
Hayley McNeil (PE Co-ordinator)  
Marina Williams (Art Co-ordinator)

## **11. Use of staff cars to transport pupils**

Refer to the LA's guidance document.

## **12. Insurance**

Insurance is included with all trips through the LA for all visits.

Terms and conditions for any trip should be checked to ensure any cancellation policies are adequate and financial implication taken into account.

## **Appendix 1 – School Learning Area**

### **General**

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular.
- do not need to be recorded on EVOLVE if these are ad-hoc activities

### **Boundaries**

The School Learning Area includes, but is not limited to, the following frequently used venues: e.g.

- Enfield Town Library
- Enfield Civic Centre
- Forty Hall
- Holly Walk
- Rosemary Avenue

### **Operating Procedure for School Learning Area**

**The following are potentially significant issues/hazards within our School Learning Area:**

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).

**These are managed by a combination of the following:**

- The Headteacher, or Deputy Headteacher must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of two adults
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment (PPE) is taken when needed (e.g. gloves, goggles)

## Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry either:
  - a) An LA Emergency 'Card' (see EVOLVE Resources), or
  - b) An OEAP National Guidance Emergency action card
7. This Emergency Procedure is tested through both desktop exercises and periodic scenario calls from visit leaders.