

# Stroud Green Primary School



*Believe and achieve*

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

## Educational Visits Policy

First policy at Resources Committee: Spring 2016

Date of next review: Spring 2018

## Stroud Green Primary School

### Educational Visits Policy.

#### **Introduction**

This policy covers all educational visits which occur outside the school premises. This ranges from walks around the locality to residential visits of several days' duration.

#### **Aims and Objectives for Educational Visits**

Our main aim at Stroud Green Primary School is to provide the best possible education for all our pupils. It is the aim of the school to place a high value on diversity, treating every member of the school community as an individual.

Educational visits are an integral part of the children's education at Stroud Green. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. They provide children with specific and practical experience. On residential visits especially, there is the chance to develop social skills which have a long-lasting beneficial effect.

#### **Nature of Educational Visits**

The school runs a wide range of Educational Visits. These may include:

- walks around Finsbury Park;
- short visits by coach or public transport to places of interest to support the curriculum
- day visits to places of historical, environmental, religious or other interest to enhance specific curriculum areas;
- an annual residential visit for Year 6 to Pendarren House in Wales
- part of the enrichment activities for the Hideaway Holiday play schemes

#### **Personnel**

The school's Educational Visits Co-ordinator is Cheryl Barker (assistant head).

For each visit, of whatever duration, a Group Leader is identified.

This person is specifically involved in organising and taking responsibility for the details of the trip.

**The Governing Body** is responsible for:

- ensuring that guidance is available to inform school policy;
- asking questions about a visit's educational objectives and how they will be met;
- ensuring that the school has taken all reasonable and practical measures to include pupils with special educational needs;
- signing off the paperwork for residential visits

The function of **the EVC** is to:

- ensure that educational visits meet the employer's and school's requirements;
- support the Governors with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that Risk assessments meet requirements;
- check emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice

**The Headteacher** is responsible for;

- ensuring approval for visits is given. This includes checking arrangements with London Borough of Haringey for residential visits;
- ensuring that the Governing Body is made aware of visits;
- ensuring that arrangements are in place for the educational visits and that it is inclusive;
- ensuring that visits are evaluated;
- ensuring that each visit has a competent Group Leader;
- ensuring that all teachers are aware of LA guidance;
- ensuring that the school has an emergency procedure

The Group Leader has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils 'health, safety and welfare. The Group Leader must:

- be suitably competent;
- plan and prepare;
- define the roles of other adults

**Adult volunteers** who are not teachers at the school must:

- understand and agree expectation of them;
- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility;

- ensure that they are not left in sole charge of pupils;
- follow instructions from teachers;
- raise concerns for pupil welfare with the Group Leader

### **Procedure for Running Educational Visits**

A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required. Each Group Leader will, in liaison with the EVC, complete the Educational Visits Checklist. A visit will proceed only when the EVC is satisfied that all reasonable preparations have been made.

### **Risk Assessment**

Risk assessments are made for all Educational Visits; this necessitates that the Group Leader and other staff make a pre-visit, where possible in order to be able to conduct Risk assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- identify significant risks;
- assess the risk of harm;
- put control measures in place;
- check if anything else is needed
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### **Equal opportunities**

Our school prides itself on its inclusive ethos and of all visits must be planned to give maximum opportunity to all children regardless of their circumstances. In exceptional circumstances, a reasonable alternative will always be made for every child.