



Educational Visits Policy

At Richard Cobden we understand and value the importance of trips and encourage all of our pupils to participate. These visits support learning and enrich personal experience. Trips and visits are a planned part of the curriculum and happen regularly.

Each class will have at least one trip each half term.

Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes our school 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 making learning connections, creativity, developing learning relationships and practising 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.

The following guidelines are intended to support you when planning and implementing trips and visits with your class. The safety and wellbeing of our pupils is of paramount importance at all times. Thorough preparation and planning is crucial for any successful trip and, therefore must be completed before you leave the school site. Please refer to the following guidelines when you are planning your next outing.

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, Richard Cobden School:

- Adopts the Local Authority's (LA) document: **'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'** (All staff have access to this in the Staff Shared Area – Trips and Risk assessments Folder).
- Adopts National Guidance www.oeapng.info (as recommended by the LA).
- Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for visits that are overseas, residential, or involve an adventurous activity.
- Use the school's risk assessment forms (adopted from Camden Risk Assessment) for all other trips and off site events. (Teaching Resources Folder – Educational Visits)

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.

Before you go...

Please consult with the School Planner at Richard Cobden in Outlook, before booking a trip. Avoid booking trips on days when there are major events on at the school or if another year group is already going out on that day. Do not book your class trip on a day that your class goes swimming. Please also remember that on swimming days additional adults are used to escort children to the pool, be aware of which adults are not available on particular days. If you are unsure please ask a member of the Leadership Team. Please note that in the event of staff shortages or other issues a trip may need to be cancelled. This is at the discretion of the Headteacher. Please complete a Booking Form for School Trips/Events and return to the School Business Manager at least 3 weeks before the date of the trip/event. This form will be authorised by the Headteacher. This form can be found in the Staff Shared Area – Trips and Risk Assessments folder.

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 of Educational Visits Policy).

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.

Use the school’s risk assessment forms (adopted from Camden Risk Assessment) for all other trips and off site events. (Teaching Resources Folder – Educational Visits) These must be submitted to the Headteacher for approval at least one week in advance of the trip.

3. Visits that are overseas, residential, or involve an adventurous activity.

These are entered on EVOLVE by the EVC. The EVC then submits to the Head for approval. The Head then submits the visit to the LA for approval.

Ensure that any trip you plan is accessible to all of your pupils. If, for example a particular visit may prove impossible for a pupil with a physical disability to attend, then you will need to revise your original plan. No pupil must be discriminated against. Funds are available to support pupils with learning or medical needs to attend outings where it is not possible for them to commute with the rest of the class. Please consult the Inclusion Leader for further advice.

A pre-visit must be carried out. This is a valuable opportunity to ‘try out’ the best route, if you are using public transport, timing how long the journey takes and to familiarise yourself with the location. Knowing where the basics are (toilets, café, shop, etc.) helps you to feel more confident when leading a large group around. Pre-visits also enable you to make a risk assessment of any potential dangers, ‘trouble spots’ or disruption due to transport or road works. You can then make an informed decision on the suitability of this particular destination/route for your class outing.

Ensure you know where children can use toilets during the trip. They should be encouraged to use the toilet before leaving the school. Except in emergency situations (pupil medical condition or illness), children should not be permitted to use toilets on route. If a pupil must use a toilet on route, they should always be accompanied by a member of staff, not a parent/carer.

Often free transport can be obtained. Please use the ‘Transport for London’ website to book this <http://www.tfl.gov.uk/tickets/14311.aspx>. Use the ‘**School Party Travel**’ table to complete the form. The username is ‘Richard64NW1’. The password is ‘cobdentrail’. This must be booked at least 14 days before your trip.

Discuss the financial requirements of the trip with our School Business Manager.

Prepare the children for the visit by encouraging them to research the location using books or the internet. Consider the objectives for the visit. What do you want the children to find out or

- Ensure you have a mobile phone with you, that your current mobile number is with the school office and that you know the school number. It is imperative that the school can contact you throughout the trip in case an emergency arises (e.g. sick/injured child, emergency at school, transport breakdown, terrorist incident).
- You need to inform a member of the office staff when you are leaving the building and the time you expect to return.
- Leave a class list in the school office indicating with a highlighter which children are not on the trip with you and, if they have been left behind for any reason, which class they will be spending the day in.
- Children should wear the school trip high visibility vests which have the school details printed on them. These can be obtained from the medical room.
- If a parent/carers raises concerns about their child going on a trip, please direct them to a member of the leadership team.

Do not place any name label on a child as this may make them vulnerable to inappropriate attention.

During the trip.....

- Leave the school by either the Camden Street or Bayham Place gate. Please do not use the car park gate.
- Ensure that a member of staff is at the front and the back of the line at all times.
- All adults need to walk on the kerbside of the pavement, between the children and the traffic.
- One adult needs to take the role of walking out into the road to signal to traffic that a large group is about to cross. This should always be a member of staff. Please take care when doing this and adhere to traffic signals and lights!
- Make arrangements with London Underground to have a member of staff available to help you get the children on and off trains and to help with change of trains. However, even with their help, you should remain very vigilant and adhere to usual procedures of head counting and checking.
- Regular headcounts are necessary particularly when entering and leaving the school, transport or buildings. Make sure a member of staff is the last person to leave transport or building, checking that all children have disembarked from trains/buses. For example, in the event of tube doors closing before all children have disembarked, there will be a member of staff still on the on the tube train to keep children safe until they can re-join the group.
- If a child is taken ill during the trip, the teacher guided by the first aider, makes the decision whether the child needs to return to school or, if in an emergency, an ambulance is to be called. In either case inform the school immediately. If in any doubt seek advice from the Headteacher. A sick child returning to school needs to be accompanied by (preferably) two adults in a taxi. The adults can return to the trip later if possible. Do not compromise the safety of any other pupil in this situation.
- The school code of conduct applies on all trips and visits. Children may need to be reminded of certain aspects periodically.
- It is the responsibility of all adults to ensure the children are polite and considerate at all times. Be mindful that you are representing the school and that we wish to maintain an excellent reputation.
- In the unlikely event of an emergency situation occurring e.g. bomb scare, fire etc., follow instructions from relevant staff or emergency services. If none of these are present use your common sense and inform the school as soon as possible.
- The senior teacher will take the lead role in any decision making at this time, seeking advice from the Headteacher where possible.
- When planning your trip, consider an alternative route in case your initial route is disrupted due to an emergency.
- Inform the school if you foresee any delays on your homeward journey.
- All accompanying adults must return with you to the school building to ensure appropriate supervision.

When you return.....

- Inform a member of the administration team that you have returned.
- Return first aid bags to the medical room, medication to the school office and transfer asthma inhalers back to class asthma box. Fold and return bags of high visibility vests.
- Please remember to thank all adults for their help.
- Dismiss pupils using the end of day dismissal procedures outlined in the staff handbook.
- Take a moment to put your feet up, have a coffee/tea and congratulate yourself on a successful class trip!



Roles and Responsibilities

Teachers are responsible for the planning of their visits, and for completing all necessary forms. They should obtain permission for a visit from the Head Teacher prior to planning, and before making any commitments. Teachers 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 Coordinator (EVC) is Maria Shurety, who will support colleagues to plan safe and successful visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters. The EVC oversees monitoring of visits and LOtC activities risk assessment forms and our EVOLVE account. She is responsible for uploading risk assessments and generic school documents for all visits and overseas, residential or adventurous activities.

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

The Governing Body's role is that of a 'critical friend'. Governors are advised of all forthcoming trips in the Headteacher's report and these are discussed at full governing body meetings. Governors are also strongly encouraged to accompany our pupils on some of their trips. The governor responsible for Safeguarding will monitor the implementation of this policy, including monitoring risk assessments. 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.

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 Head Teacher 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.

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 reviewed 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.

Educational Visits Checklist

Richard Cobden School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be found in the Teaching Resources Folder – Educational Visits. 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'.

Parental Consent

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by the school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents will be told where their child will be at all times and of any extra safety measures required.

Parents will be asked to complete a "one-off" consent form when a child enrolls at the school. This will cover a child's participation in any trips or activities throughout their time at the school. Parents will be told in advance of each activity so that they can inform the school if they wish their child to be withdrawn from any particular school trip or activity covered by the form.

Specific consent for school trips and other off-site activities is only requested for activities that need a higher level of risk management or those that take place outside school hours. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). For these trips and activities, parents will be asked to sign a specific consent form for each trip.

Letters informing parents of trips or consent forms must be authorised by the headteacher before being sent to parents.

The School Visits Consent Form requires parents to sign that they are clear about the school's expectations of behaviour (Behaviour Management Policy, Home School Agreement, School Visits Consent Form) and undertake to re-enforce it with their child.

In the event of an incident which results in needing to contact a child's parent/carer, this will be done by a member of leadership at school. The visit leader (teacher) will have contacted a member of the leadership team to inform them of the incident.

Parents will be informed that the school may need to contact them at any time during the visit and that in certain circumstances the parents may need to resume responsibility for their child before the scheduled end of the visit. If parents are not available for any period during the visit, they must nominate an alternative carer who can take this responsibility. It is permissible to make this a condition of participation **provided it applies to all pupils**. If parents might be required to travel to the venue to take responsibility for their child this must be clear in the information sent to them prior to the visit. This will usually only apply to residential, overseas or adventurous trips.

In some cases the parents of a disabled child may wish to transport their child to the venue and/or accompany their child on the visit. The disabled child's parent may be just one of a number of parents assisting with the visit. However, you should try to ensure that the parent's presence does not overly detract from the value of the visit for the disabled child, for example if one of the objectives is to promote pupils' independence.

We do not require the attendance of a disabled pupil's parents as a condition of participation in the visit. This amounts to less favourable treatment for the disabled pupil for a reason relating to his or her disability and it is unlawful. Therefore it will not be an expectation on the school's part that parents will assist as described above. If parents are unable or prefer not to assist in this way, the school will make appropriate provision.

Where pupils with disabilities or those with behavioural problems are involved certain aspects take on increased importance. For pupils with physical disabilities or special medical needs the school will already be aware of their needs during the day in the normal school environment. Prior to educational visits additional information must be sought from parents relating to care overnight (if the visit is residential), on transport and in the different environments involved in the visit. Early liaison with parents is vital, both to re-assure the parents and to ensure that appropriate arrangements are considered in good time.

Inclusion of Pupils with Disabilities or Challenging Behaviour

This guidance is in relation to the inclusion on educational visits of pupils who fall into one or both of the following two categories:

- Pupils with disabilities that may necessitate adjustments being made to the organisation of the visit to enable them to participate.
- Pupils with a history of challenging behaviour that may, if not adequately supported and addressed, impact adversely on the success or safe organisation of the visit.

The 1995 Disability Discrimination Act defines a disabled person as one who has a physical or mental impairment that has a substantial, long term and adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments, learning difficulties and conditions such as diabetes or epilepsy.

The principle behind the legislation is that, wherever possible, disabled people should have the same opportunities as non-disabled people in their access to education. It is therefore unlawful to discriminate, "without justification", against disabled pupils or prospective pupils in any aspect of school life, including opportunities to participate in educational visits. The two key duties are:

- Not to treat disabled pupils less favourably, for reasons relating to their disability,
- To make "reasonable adjustments" to avoid putting disabled pupils at a substantial disadvantage.

What might constitute “justification” for less favourable treatment, and what is implied by the term “reasonable adjustment” is addressed 7 below.

A key feature of the legislation is that these duties are anticipatory. As with other aspects of educational provision, schools are expected to consider the organisation of educational visits in the expectation that disabled pupils might wish to participate. This applies even if there are no disabled pupils currently at the school, or if there are pupils with disabilities of which the school is currently unaware.

The legislation does allow schools to discriminate, in permitted circumstances, on the basis of ability. A school may, for example, organise a sporting visit exclusively for those who have reached the standard required for selection to participate. The legislation does not require activities to be adjusted for all pupils so that a disabled pupil may participate. It is permitted to offer a choice of activities at the same time, some of which may not be accessible to a disabled pupil, provided that the different activities offered are of comparable educational value, and at least one of the options offered is accessible to all pupils.

A key aspect of risk assessment for educational visits is to carry out a reconnaissance visit identify any significant risks associated with the particular pupils participating in the visit, and ensure that appropriate precautions are in place to manage these risks acceptably. Precautions that schools should consider in order to permit the safe participation of pupils with disabilities or challenging behaviour include the following. In relation to the Act these form part of the “reasonable adjustments” that schools would be expected to make.

- Allocating staff to the visit who have the skills, training or experience required to support and supervise the pupil(s) concerned.
- Allocating sufficient staff to enable all pupils to participate and have their needs met, including.
- Provision for one-to-one supervision of individual pupils if required.
- Ensuring that the facilities to be visited and transport to be used have safe access for those with disabilities.
- Identifying hazards in buildings or the outdoor environment that pose a greater risk to disabled pupils and making appropriate adjustments (e.g. barriers, extra supervision, alternative routes, or alternative venues).
- Preparing the pupils for the visit so that they understand the importance of following the code of conduct and obeying instructions in situations where their safety, or the safety of others, might otherwise be compromised.

In respect of disabled pupils or pupils exhibiting challenging behaviour, it is important to keep the provider informed of any difficulties you envisage so that they make any necessary adjustments. Issues of confidentiality sometimes arise in this context. While it may be appropriate not to divulge the names of individual pupils with disabilities, it is vital that providers are aware that pupils with particular disabilities will be included in the party if these disabilities could present safety concerns. Reputable providers will often ask to be informed specifically in relation to disabilities or medical conditions that they know require them to provide modified facilities or take additional precautions.

Note that the above paragraph does not apply in relation to HIV/Aids. The law protects people with HIV from any requirement to divulge their condition. For this reason, it should be assumed that all young people may be carriers of blood borne viruses and appropriate precautions taken.

Practical considerations to support pupils with disabilities:

- Plan well in advance for the inclusion of disabled pupils. If there is doubt about whether it will be possible for a disabled pupil to participate in all of the activities on offer, do not make a commitment to the pupil or parents until this has been resolved.

- Check that accessible transport to the destination is available, how far in advance it needs to be booked and whether any extra costs are involved.
- Check that venues are accessible, (including a discussion or preliminary visit with any disabled pupil and his/her parents) with suitable, accessible toilets and changing areas if required. Take account of hearing and visually impairment as well as physical disabilities and medical conditions. A reconnaissance visit is particularly important where the party includes disabled pupils. **Be prepared to consider a change of venue if necessary.**
- Early advance planning is recommended. It is not sufficient for an annual visit to be simply repeated without appropriate extra consideration for a pupil with disabilities.
- For residential visits, check that sleeping accommodation is appropriate, including evacuation routes. If required, check that there is accommodation suitable if a pupil needs adult support in the same room overnight.
- Establish where activities will take place, that the activity venues are accessible, and that accessible transport to the venues is available if required.
- If using an activity provider, such as a field study or adventure centre, ascertain before booking that they are willing and able to accommodate your disabled pupil(s). Ask if they have experience working with similar pupils (they may be able to provide references). **Be prepared to consider using a different provider if necessary.**
- Discuss the activity programme in detail with the provider. If certain activity options are unsuitable for a disabled pupil, ensure that there are attractive alternative choices, with appropriate learning outcomes, open to all pupils so that a disabled pupil is not isolated. Do not make assumptions; ask for the opinion of the disabled pupil and his or her parents, if appropriate. Some disabled pupils will opt for more adventurous activities if they have the opportunity to do so; equally some non-disabled pupils may prefer a less adventurous option.
- Check that the activity provider is aware of pupils' individual needs, and that this is communicated to the tutors or instructors for each activity. In certain circumstances, to preserve confidentiality, the provider may be happy to be informed that a group contains a pupil with a specified condition, without identifying the individual pupil.
- Make all information about the visit, for pupils and parents, available in an accessible format.
- Endeavour to meet individually with parents of disabled pupils to ensure that they understand and are happy with the care arrangements for their child and have the opportunity to raise concerns and make suggestions. Discuss with parents how their child's needs can be met in a dignified way that, as far as possible, does not detract from their inclusion in the group. If a pupil may need adult support while toileting, or in the same room overnight, ensure that the parents', and the pupil's, views and agreement are sought, and that any child protection concerns are considered. Note that liaison with parents is equally important if a parent is accompanying the visit as their child's carer. Include the SENDCO in these discussions.
- Check that all medical information relating to disabled pupils is fully up to date and available during the visit.
- Take account of the special needs of disabled pupils in conducting your risk assessment for the visit, and seek advice if you are uncertain about safety in relation to particular pupils.
- Ensure that staff accompanying the visit have the necessary knowledge of disabled pupils' needs and receive appropriate training in administering medicine and manual handling if required. If a dedicated care worker is required to accompany a disabled pupil, check that you have adequate backup if that person should become incapacitated, or needs breaks from duty during the visit.
- Nominate a member of staff to take specific responsibility for each disabled pupil during the visit. This may be a designated carer working one to one, or the leader of the group that includes the disabled pupil. It may be a different person for different periods during the visit. This person is responsible for monitoring the pupil's welfare and safety, and keeping the visit leader informed.

Practical tips for supporting pupils with challenging behaviour

The following points are intended as an aide memoir for leaders of educational visits including pupils who exhibit challenging behaviour. Many of these points are also good practice for all educational visits.

- Choose a venue for the visit which, as far as possible, avoids temptations which could lead more challenging pupils into trouble or danger (eg open water, busy roads, urban centres) and from which “sending home” is a realistic sanction (not too distant and/or public transport available).
- Ensure that the staffing for the visit includes at least one person to whose behaviour management the pupils respond, preferably someone who has already established a sound relationship with the pupils concerned, or someone with a proven record of being able to establish such relationships.
- Staff the visit sufficiently so that the withdrawal of one or more key members of staff to address behaviour issues does not prejudice the organisation of the visit for the other pupils. In order to keep on top of challenging behaviour, it is vital that the enjoyment of the many is not adversely affected by the behaviour of the few.
- On residential visits, make staff aware that if difficulties arise they will need to be flexible with regard to their own “down-time”, but have sufficient staff so that some down-time is possible for all. Tired staff will be less effective in addressing challenging behaviour.
- Allow time for staff to brief each other on any behaviour issues that may be developing during the visit.
- Plan a structured programme that keeps pupils engaged and “on task”, but permits modification to address behaviour issues if required. Keep pupils’ “down-time” to a minimum and ensure it is effectively supervised.
- Where possible arrange for challenging pupils to work in small activity groups within which they can succeed. If appropriate run an activity several times, on one occasion with smaller activity groups.
- Take every opportunity to praise pupils for their achievements during the visit.
- If using an activity provider (e.g. an adventure activity centre), discuss with the provider in advance if you have pupils who may exhibit challenging behaviour. This may permit the provider to allocate their staff more effectively, and adapt activities if appropriate.
- Establish a code of conduct for the visit with explicit expectations as to pupil behaviour. Where appropriate, consider developing a “behaviour contract” through negotiation with the pupils attending.
- Ensure the code of conduct is enforced fairly but firmly during the visit. Pupils should be clear in advance about the sanctions to expect following misbehavior.
- Remind parents of their responsibility to re-enforce this with their child.

Exclusion of pupils from visits

At Richard Cobden School we do not encourage the exclusion of pupils from visits. In general the risk assessment process should facilitate planning so that all pupils can be safely included, rather than serving as a barrier to their inclusion. However, there are some circumstances, particularly in relation to pupils who exhibit challenging behaviour, when their exclusion may be justified. Where behaviour is not related to disability, it is lawful, as part of the school’s behaviour management policy, to refuse access to a visit as a sanction for misbehaviour or permit participation as a reward for good behaviour, provided that pupils are not denied access to an essential component of the curriculum. If this action is being considered, it will be discussed with parents/carers. If a comprehensive risk assessment indicates that it would be unsafe for a disruptive pupil to participate in the whole visit, they may be excluded for this reason, provided there is substantial evidence and their behaviour is not related to a disability. (Note that instances of persistently challenging behaviour may result from a disability as yet un-diagnosed – see the precautionary advice in section 2).

Under certain circumstances, in light of the findings of a thorough risk assessment, it may be justified and lawful to decide that a pupil who *is* classified as disabled should not participate in a visit. However, before doing so, it is expected that the teacher has taken the following actions and kept records that they have done so:

- Anticipated any difficulties that disabled pupils might have in accessing the visit at all stages of planning
- Considered a wide range of reasonable adjustments and precautions which would be necessary to accommodate the disabled pupil concerned and come to the conclusion that these were impractical or unreasonably costly
- Considered adaptations to the plans for the visit which might have permitted the disabled pupil to participate, for example a change of venue or different choice of activities, and come to the conclusion that no changes of this nature were practicable, or that such adaptations could not be made without substantially disadvantaging the other pupils participating in the visit
- Discussed the matter with the SENDCO and the headteacher before any final decisions are made.

If a decision is made to exclude a disabled pupil from a visit in school time, we are obliged to provide an alternative activity for the pupil which is, as far as possible, of comparable educational value.

A decision may need to be made during a visit that a pupil should be withdrawn or sent home. As above, where this is because of unacceptable behaviour not related to disability, there is no legal impediment to doing this. It may, as a last resort, be the best course of action for both the pupil concerned and the remainder of the party.

In respect of disabled pupils, a decision may need to be made during the visit that an activity which at the planning stage was considered to be safe is not in fact safe at all, or not safe without additional precautions that cannot be implemented at short notice. Provided that the planning was undertaken in good faith, following the guidance above, it is permissible, and may be essential, to exclude the disabled pupil from the activity on this basis.

Exceptionally, it may become clear during a visit that a disabled pupil's continued participation in the entire visit is prejudicial to their safety, for example because their condition has deteriorated in a way that was not foreseen, or they have failed to maintain standards of behaviour which were reasonably expected of them. In this case exclusion from the visit and sending home may be both justified and appropriate.

Financial Considerations

When planning the visit, teachers should ensure accurate costs are worked out. This should include transport if Transport for London free travel does not apply.

When booking school visits, please inform the venue that all invoices for school visits are addressed to the School Business Manager.

When collecting money for trips/resources please follow these procedures:

- Record all money collected using the Pupil Contribution/Payments Record which can be found in the Forms and Templates section of the Staff Handbook and in the Teaching Resources Folder – Educational Visits.
- Keep all collected money in a locked cupboard/drawer until it can be given to the School Business Manager (SBM).

- Give all money collected to the SBM at the earliest opportunity **on the day it is collected**. Do not hold onto all contributions until all children have paid.
- All money collected by the school has to be accounted for. Please complete the Contributions/Payments-Paying in Slip with the SBM. This form can also be found in the Forms and Templates section of the Staff Handbook and in the Teaching Resources Folder – Educational Visits.
- If you need a cheque to pay for trips/transport/entrance fees, please make sure you give the SBM at least one week's notice.

Parents/carers will be asked to make a contribution towards the cost of the trips their child/children participate in. Fundraising events or appeal to charitable organisations can be used to subsidise more expensive visits. Funds may also be made available from the school's budget.

Making the adjustments necessary to accommodate disabled pupils on educational visits may result in schools incurring additional costs. Generally, the school will meet these costs from within the whole school delegated budget, which includes funding specifically delegated to address special and other additional educational needs. In the event of this not being possible, we will consider other sources of funding such as approaching charitable organisations.

We will endeavour to keep the costs of visits down so that as many pupils as possible may participate. However, some trips may incur a greater expense, i.e. residential or overseas, as these may incur more adjustments, such as additional staffing, to accommodate disabled pupils. Under no circumstances will additional charges be made for pupils with disabilities to cover the additional costs of their participation.

In order not to discriminate against the parents of pupils in year groups or class that includes disabled pupils, we will establish a standing fund for this purpose. This can be added to from the schools budget share, by fund raising activities, or from charitable contributions.

Support for Staff Participating in Educational Visits

Staff should always follow this policy when planning and undertaking school visits. Further advice and support will be provided by the EVC and the leadership team. Training is provided for all staff leading school visits. Staff must seek further advice and support from the EVC or any member of the Senior Leadership Team if any queries arise.

Understandably, staff may have concerns about their additional responsibilities when leading educational visits. They may be worried about the situation in which they could find themselves in the event of an accident or medical emergency. In certain circumstances, they may feel that they cannot go ahead with a visit if particular pupils participate. They may be concerned that the pupils' behaviour is likely to put themselves or other pupils at risk, or the pupils may have disabilities that staff feel unqualified to deal with in an out of school or residential situation.

Staff at Richard Cobden School should feel reassured that they are not necessarily to blame if an accident or emergency occurs. Provided a proper risk assessment has been undertaken, addressing all reasonably foreseeable circumstances, and the precautions identified have been followed conscientiously, an incident arising from circumstances which were not foreseen is likely to be judged an incident for which no-one was to blame providing:

- The school has taken care of a child in a way that a prudent parent would have done;

- The child received an injury that was not a foreseeable consequence

Transport

Some school visits are to venues which are within walking distance of the school and no transport arrangements are required. The majority of our visits are to venues that can be reached by bus, underground or train. Wherever possible, applications should be made for free travel under the School Party Travel Scheme. In some cases, for trips outside of London, coach hire will be necessary. Please ensure you discuss this with the School Business Manager **before** any booking is made as these are dependent upon funding being available.

Insurance

Richard Cobden School has taken out the Local Authority's insurance for visits. In the event of an overseas visit, additional insurance will be taken out by the school. This will be arranged under the guidance of the Local Authority.

Effective From	September 2017
Review Date	September 2019

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, however parents/carers will be aware that they are taking place, e.g. informed about swimming lessons at the beginning of the relevant years and informed about workshops or events taking place in school as appropriate.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should have a risk assessment which all staff involved must read in advance of the trip, lesson or event.

Boundaries

The boundaries of the School Learning Area are the school premises, including the playgrounds and any venue where our school swimming lessons take places (including the route to and from this venue). This area includes, but is not limited to, the following frequently used venues:

- 5 Pancras Square Swimming Pool

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.).
- Activity specific issues when doing workshops on site (e.g. potentially dangerous tools, equipment or resources)

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a workshop activity takes place.
- In the event of any changes of circumstances relating to swimming lessons (e.g. staff absence, weather conditions, environmental issues), the lead teacher must seek the approval of the Head, Deputy or EVC before the class leave the school.
- 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.
- Parents/carers are made aware of these procedures through the school's website.
- There school's adult to pupils ration will be maintained at all times (see Educational Visits Policy and Risk Assessment Guidance). 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.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. Younger year groups can practice this using simple road markings in the school playground.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the 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 sign the class and themselves in and out on leaving and returning from a trip/swimming lesson. The class register must be completed before leaving. In addition, the class sheet (these can be found in the back of the class register) should be completed by deleting the names of any children who are absent of in school but not attending the off-site activity. This form **must** be handed in at the school office before departure.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment and first aid kit is taken with the group on each off site visit.

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 leader 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 leader and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. For visits that take place outside the School Learning Area, having been notified by the visit leader or base contact, the Headteacher or Deputy Headteacher will 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. In the unlikely event that the visit leader is unable to make contact with the school, they will use the information on the LA emergency card to seek further advice and support. This card will be held by the lead teacher for each visit.

Appendix 3

School Visits Consent Form

Throughout your child's time at our school they will take part in a wide range of school visits. These visits are an important part of their learning. We ask you to complete this form to give consent for your child to participate in any visits planned for them.

Please sign and date the form below if you are happy for your child,

_____ (insert your child's name):

- To take part in school trips and other activities that take place off school premises; and
- To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

By signing this form, you give your consent for your child to participate in all school visits during their time here. The majority of off-site activities offered by the school usually take place during the school day, for example, year-group visits to local parks, museums, galleries. These visits are part of our curriculum enrichment programme.

Written parental consent will not be requested from you each time your child attends a school visit except in the following circumstances:

- All visits involving Nursery classes
- Visits involving adventurous activities
- Residential visits
- Overseas visits

We will send you information about each trip or activity before it takes place. You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity. However, we would ask you to have a discussion with us before making your decision.

You may not withdraw your child from swimming lessons. Within the law, parents do not have a right to withdraw their children from this statutory element of the National Curriculum.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information

Details of any medical condition that my child _____ suffers from and any medication my child should take during off-site visits:



Signed.....

Date.....

Emergency Card (Visit Leader)

This 'card' must remain with the Visit Leader at all times on a visit

In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should seek advice from their establishment emergency contact(s). This should normally include a member Senior Management of the establishment.

In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate. (999 or appropriate local number if abroad, Europe 112, North America 911)

Contact the LA Emergency Contact Number to report the incident and request assistance.

London Borough of Camden Emergency Contact

020 7974 4444 (if abroad +44 207 974 4444)

Be prepared to give: Your name and Establishment/Group

Phone number & back up phone numbers

Exact Location

Nature of Incident

Number in the Group

You will be called back as soon as possible so try not to make outgoing calls until contact is made. You will be given advice and asked what the LA can do to support you.

Then:

Contact your establishment, EVC or Home Contact (see below) and seek further advice. If you are unable to do this, the LA will contact your establishment on your behalf.

If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions;

You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to the LA and for continuing contact with the LA during the incident.

Wherever possible, prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by the LA;

Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

Seek further and full details of the incident, how and why it happened so far as can be established at this stage;

Maintain a detailed written log of all actions taken and conversations held, together with a timescale – It may be appropriate to ask someone else to do this;

Contact the British Consulate / Embassy if abroad.

Name	Home	Mobile
LB Camden Emergency Call Centre (for initial contact during an emergency only)	020 7974 4444 (24 hours)	
School	020 7387 5909	
Head of Establishment / Deputy Headteacher School Business Manager)	020 7387 5909 Ex 30 020 7387 5909 Ex 26 020 7387 5909 Ex 31	
Other/EVC	020 7387 5909 Ex 28	