

Christ Church Charnock Richard C.E. Primary School

Inspired to learn, grow and flourish within our Christian family



Educational Visits & Activities Policy

Updated 2019

At Christ Church Charnock Richard our core Christian values and ethos define all we do.

Our vision and mission statement underpin our curriculum intent and purpose.

‘Inspired to learn, grow and flourish within our Christian family’

Firmly rooted in Philippians 4:13 ‘I can do all things because Christ gives me strength’ which encompasses all we do at Christ Church to develop happy, resilient and confident children who thrive in body, mind and spirit.



We are extremely proud of our curriculum here at Christ Church and we pride ourselves on providing high quality learning that offers challenge and fun. Our enriched curriculum has been developed over three years considering the needs of our children at our school and ensuring that all children are able to thrive.

We believe that relationships are essential to ensure effective teaching and learning and all members of our community invest time in building meaningful relationships with one another. We have high expectations for all and want everyone to be

‘Inspired to learn, grow and flourish’.

We provide a broad and balanced curriculum with carefully planned additional learning opportunities to support the personal and social development of our children. In particular we focus on developing the characteristics of confidence persistence getting along organisation and resilience.

As a school community we believe that our curriculum ensures

All children are fluent and effective readers allowing them to read for pleasure and access the wider curriculum.

All children develop efficient mathematical methods and skills to allow them to use and apply these skills in the real world.

Christ Church Charnock Richard C.E.P. School Educational Visits and Activities Policy

Introduction

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life. In our school we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of school visits and other activities that add to what they learn in school.

A school visit may be broadly define as any organised experience in which pupils are taken away from the school site for educational purposes. The range of such visits is considerable, from a simple walk around the village or visit to a museum, (Type A visit) to a residential activity visit, (Type B visit). The key to the success and safety of all such visits is thorough planning.

Young people benefit from visits in many ways, which include:

- applying a different range of skills than those used in the classroom
- enabling, supporting and complementing the work of the National curriculum
- experiential (first hand) and memorable learning
- assessing and managing risks
- associating the work of schools and teachers directly with the world outside school
- developing latent talents, abilities and interests which can be motivational and have life long relevance

Organisation

The National Curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. In addition teachers decide the corresponding programme of visits and activities for each academic year. Within each class's programme of work the teachers plan educational visits and activities that support the children's learning. We give details of these visits and activities to parents as the school year progresses.

Visits and activities usually take place within the school day. We follow DfE and LEA guidelines relating to health and safety, and we ask parents' permission for their child to take part in any activity that takes children off the school site. If we do not receive this permission, the child will be unable to participate.

Curriculum links

The vast majority of our educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children. For each subject in the curriculum there is a corresponding programme of activities which includes visits by specialists. All these activities are in line with guidance published by the L.E.A., see below:

- **English** – theatre visits, visits by authors, poets and theatre groups;
- **Science** – use of the school grounds, visits from specialist outside organisations (Mad Science), visits to science museums, wildlife sanctuaries and aquariums
- **Mathematics** – use of shape and number trails in the local environment;
- **History** – study of local housing patterns, local museums, exploring local area – school history trail
- **Geography** – use of the locality for fieldwork, village trails;
- **Art and Design** – art gallery visits, use of the locality, visits from artists/craftsmen/sculptors
- **P.E.** – range of sporting fixtures, extra-curricular activities, visits by specialist sports coaches (through school or CSSP);
- **Music** – range of specialist music teaching & extra-curricular activities (LMS), concerts for parents to hear;
- **Design and Technology** – visits to local factories/design centres; visits from potters, visits to local High Schools
- **I.C.T.** – its use in local shops/libraries/secondary schools etc;
- **R.E.** – visits to local centres of worship, visits by local clergy.

We also have regular visits from police, fire officers and health workers. These visits support the personal, social and health education of our children. When in post the local vicar leads worship on a regular basis. Other Christian leaders also take Worship in the course of the school year. We do this with the full agreement of the governing body.

Residential activities

Children in Year Six have the opportunity to take part in a residential visit to Patterdale in Cumbria. This activity is in school time and linked to the P.E. National Curriculum. We do make a charge for board and lodging, insurance, specialist instruction for the activities and travel. We are always prepared to help with costs in cases of genuine hardship, again, so that all our Year Six pupils are offered every opportunity to take part.

The residential visit enables children to take part in outdoor and adventure activities as part of their P.E. work. We undertake this visit with the agreement of our governing body. Specialist adventure activities are only undertaken using companies / establishments carrying the A.A.L.A. accreditation and using appropriately qualified instructors.

Charging for educational visits

We ask for a voluntary contribution from parents/carers for activities provided or undertaken as part of the National Curriculum. School, through the PTFA, usually makes up the cost of any shortfall so that no child is left out. However, a shortfall which cannot be made up, may result in cancellation of the visit. There are other circumstances when the school does make a charge for certain aspects relating to a visit, e.g. for board and lodgings on residential visits. The governing body has a charging policy that details the full range of activities where a charge is made. A copy of this is available from the school.

Risk Assessment

A hazard is defined as 'something with the potential to cause harm' and a risk is 'the likelihood of potential harm from that hazard being realised'.

Risk assessment:

- Is a legal requirement
- Illustrates good practice – forethought, sound planning, collective expertise
- Should be simple and based on common sense
- Should be recorded in a standard form and reviewed at regular intervals

For any visit, an assessment should be completed well before the visit and should be approved by the headteacher. A formal assessment of the risks that might be encountered on a visit should have the aim of preventing risks or reducing them. Pupils and staff must not be placed in situations which exposes them to an unacceptable level of risk. If the risk cannot be contained then the visit must not take place.

The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected them?
- What safety measures need to be in place to reduce the risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

Criminal Records Bureau clearance

All staff and other adult supervisors accompanying pupils on an educational visit must have CRB clearance in the form of an up to date 'Disclosure' certificate. This is recorded on the Single Central Register.

Role of Educational Visit Co-ordinator (E.V.C.)

It is good practice for schools to have an E.V.C. who helps the school fulfil its Health & Safety obligations for education visits. The E.V.C. is involved in the planning and management of educational visits, including adventure activities

led by school staff. The member of staff designated as the E.V.C. should be specifically competent. The level of competence required will relate to the size of the school and the types of educational visits proposed. The headteacher is the present E.V.C. at Christ Church.

Functions of the E.V.C. are to:

- Liaise with the governors to ensure that educational visits meet the employer's requirements including those of risk assessment
- Support the governors with approval and other decisions
- Assign competent people to lead or otherwise supervise a visit
- Assess the competence of leaders and other adults proposed for a visit
- Organise the training and induction of leaders and other adults going on a visit e.g. first aid, hazard awareness
- Make sure that C.R.B. disclosures are in place as necessary
- work with group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis
- organise the emergency arrangements and ensure there is an emergency contact for each visit
- keep records of visits including reports of any accidents and 'near accidents'
- review systems and, on occasions, monitor practice

Good practice and guidance

The legal responsibilities of the school's Governing Body are set out in the DCFS document "Health & Safety: Responsibilities and Powers".

When organising Educational visits, we believe it to be good practice to fully implement the **Local Authority Policy & Guidelines found in 'Educational/Off-site Visits'**.

Further, advice and guidance on good practice can be sought from the Following:

- DCFS booklet – Health & Safety, Responsibilities and Powers
- DCFS booklet – Health & Safety of pupils on Educational Visits – a good practice guide
- Safe practice in Physical Education (B.A.A.L.P.E.)
- DCFS booklet – Health & Safety of pupils on Educational Visits parts 1-3
Standards for LEAs in overseeing Educational visits
Standards for Adventure and Handbook for group leaders

This policy was reviewed in the Autumn Term 2019