



## **Educational Visits Policy**

### **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 Stanton Community Primary 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 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. ie. 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.

## 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 Stanton Community Primary School:

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.

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

## Types of visit

There are three types of visit:

1. Routine local visits in the 'Local Learning Area' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

## Roles and responsibilities

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

**The Educational Visits Coordinator (EVC)** is Sue Chapman, 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. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

**The Governing Body's** role is that of a 'critical friend'. They ensure:

- There is a policy for off-site visits and outdoor learning
- The policy covers charging for visits and activities
- There is a plan for emergencies
- There are formal notification and approval procedures for type 3 visits
- There are procedures in place to monitor the safety, quality and effectiveness of off-site visits and outdoor learning.

Individual governors may request '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.

## **Approval**

The approval process is as follows for each type of visit:

1. Local visits follow the 'Local Learning Area' (Appendix 1).

2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 7 days in advance
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

## **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.

## **Educational Visits Checklist**

Stanton Community Primary School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. 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'. Stanton Community Primary School's Educational Visits Checklist may be downloaded from EVOLVE Resources.

## **Parental Consent**

The school obtains blanket consent at the start of each year for activities that fall within the Local Learning Area (see Appendix 1). This is through a traditional paper consent form.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online, or through a traditional paper consent form.

## **Inclusion**

Stanton Community Primary will not discriminate against disabled pupils. The Equality Act 2010 includes duties to make sure disabled pupils are not treated less favourably than other pupils. Our school will make reasonable adjustments where they are needed.

Reasonable adjustments may include:

- thinking about alternative trips to the ones previously arranged by the school,
- providing additional assistance, such as asking a learning assistant who supports the child in school to go with the child on the visit, to enable the disabled pupil to attend.

The Act does not override health and safety legislation. The schools will undertake risk assessments to ensure all pupils attending the trip are safe.

## **Charging / funding for visits**

We will only run visits if we get sufficient voluntary contributions. No pupil will be treated differently according to whether or not their parents have made any contribution. The school will support families who may be facing financial difficulty e.g. those in receipt of free school meals.

## **Transport**

The school hires coaches and drivers from local reputable companies. We do not allow staff to transport pupils in their own cars unless in an emergency.

## **Insurance**

The school take out the LA's insurance for visits.

Policy Reviewed: June 2022

# Appendix 1 - Protocol for Local Learning Area

Blue text relates to COVID 19

## General

Visits/activities within the 'Local 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:

- must be recorded on EVOLVE via the 'Local Area Visit' module.
- *must be recorded on a 'Signing-out' sheet to be left with the office in case of a fire alarm*
- do not require parental consent - just inform parents via Dojo that this will be happening
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

## Boundaries

The boundaries of the Local Learning Area are as listed below. This area includes, but is not limited to, the following frequently used venues: *e.g.*

- *All Saints Church*
- *The church rooms*
- *The Post Office and Village Shop*
- *Walks around the village*
- *The Grundle*
- *The recreation ground and village hall*
- *Bluebell woods*
- *Ashmore Care home*

## 'No-go' areas within the Boundaries

- Walking up or down Upthorpe Road as there are limited pavements

## Operating Procedure for Local Learning Area

*(The below is simply a generic risk assessment for these routine activities)*

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

- Road traffic.
- Other people
  - social distancing
  - members of the public
  - animals.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).
- Certain pupils that require additional support.
- Losing a pupil.

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

- The Head must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is on the school website.
- Regular handwashing or regular hand sanitising is in place
- Students are briefed on keeping their distance from members of the public
- The selected route takes the least busy option
- Use antibacterial wipes to clean any equipment before use
- There will normally be a minimum of two adults depending on the age of the children.
- 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.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- 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 either record the activity on EVOLVE (Local Area Visit module), or leave a completed 'Signing out' sheet with the office.
- A mobile is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, facemasks bag for waste, tissues etc.)



## 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 'extended learning locality', the visit leader will carry either:
  - a) An LA Emergency 'Card' (see EVOLVE Resources), or
  - b) An OEAP National Guidance Emergency action card (*Available via [www.oeap.info](http://www.oeap.info)*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.
8. For visits that take place outside the 'extended learning locality', the visit leader will carry an LA Emergency 'Card' (see EVOLVE Resources).