



Educational Visits Policy

January 2018

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 Winton 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 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. 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, Winton 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 (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 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.

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. Eg. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These follow 2. above, but the Head of School then submits the visit to the LA for approval.

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 of School 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.

Visit leaders are responsible for:

- adding the event to the school diary
- informing Head of School of the event
- arranging additional adults with Sue Roberts (AHT for Inclusion)
- informing the kitchen of the trip (at least 2 weeks prior)
- arranging for free travel

The Educational Visits Coordinator (EVC) is Claire Brown 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 of School 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' (see *National Guidance 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.

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 of School 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 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

Winton Primary School 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'.

Parental Consent

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

The school obtains blanket consent at the start of each year for certain other routine activities, eg. after school fixtures, etc. Parents have the option of consenting online via EVOLVE, or 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 (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 EVOLVE or through a traditional paper consent form.

Inclusion

The school is fully committed to inclusive practice, incorporating our duties in line with the Equality Act 2010. We believe that educational visits play a crucial role in the growth and learning opportunities that we are able to provide our young people and we will make every effort, to the extent that it is reasonable and safe, to ensure that all pupils have the opportunity to partake in educational visits. Where appropriate, this may include the use of pupil premium funding to support disadvantaged pupils.

Charging / funding for visits

Charging for visits is decided on a case-by-case basis, though will always follow national guidance (www.oegp.info).

Swimming Lessons

Changing rooms are separate from public changing rooms and should be supervised by members of staff. There will typically be at least two members of staff accompanying a class to swimming.

Dismissal of pupils after evening activities

Pupils will always remain fully supervised by the class teacher / trip leader until they are collected by an adult. Pupils with specific permission to walk home alone should

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.

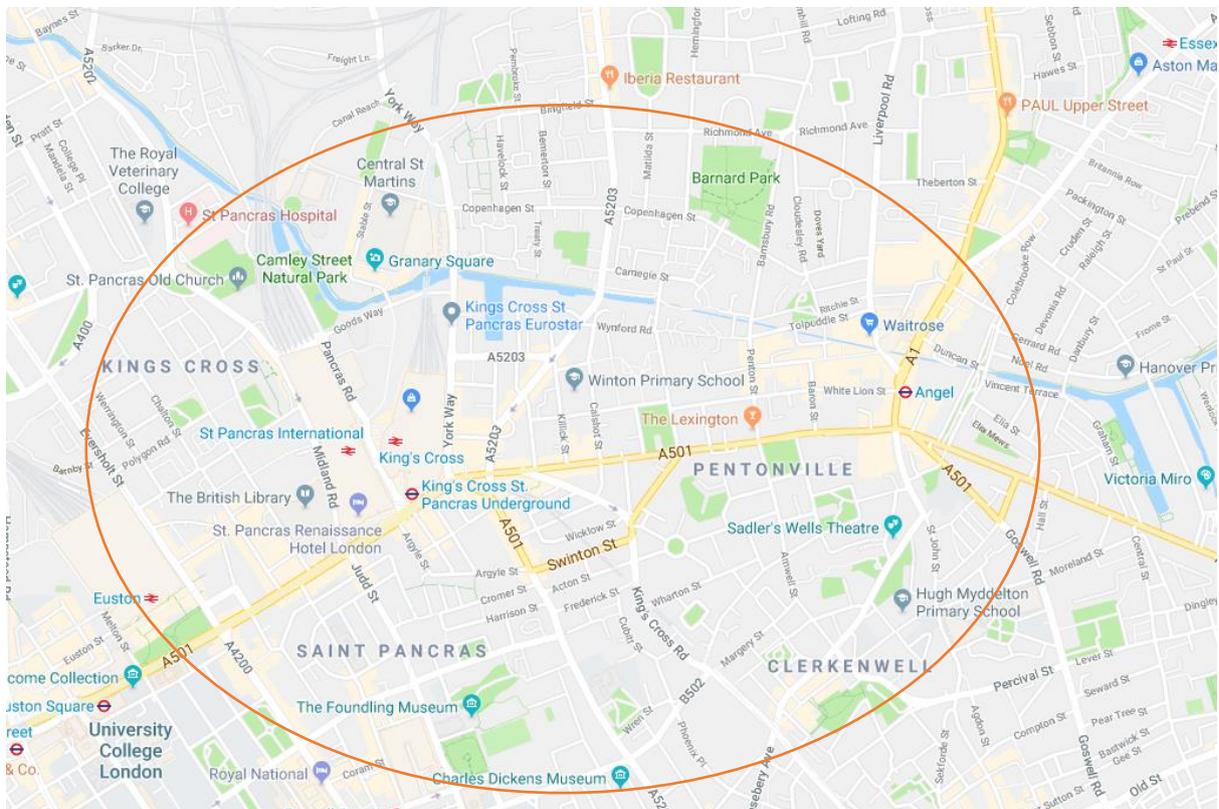
These visits/activities:

- 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, eg swimming lessons, library visits
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues:

- Lewis Carroll Library
- Caledonian Swimming Pool
- EGA Secondary School
- Hugh Myddelton School (partner school)
- Grimaldi Park
- Barnard Park
- Camley Street Nature Reserve



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 Head of School/ EVC 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.
- 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.
- 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 deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile or personal mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. This decision will be made by the Executive Head or Head of School.

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 desk top exercises and periodic scenario calls from visit leaders.