



EDUCATIONAL VISITS POLICY

This Policy was approved Governors:	June 2023
This Policy was shared with staff:	November 2023
Implementation of this Policy will be monitored by:	Head Teacher and Governors
Monitoring will take place at regular intervals	
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	June 2023
Date of next Review:	June 2026

Context

We believe that educational visits are an integral part of the entitlement of every child 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 Poverest Primary School a supportive and effective learning environment. The benefits to children of taking part in visits and learning outside the classroom include, but are not limited to:

- Opportunities for 'real life' experiences
- Increased levels of trust and opportunities to work as a team
- Improved achievement and attainment across a range of curricular subjects.
- Increased risk management skills through encouraging children to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of habitats
- 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, Poverest 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 e.g. nature walks, traffic surveys.
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. Day Visits within the UK that do not involve an adventurous activity. Eg. visits to museums, theatres, etc.
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. Overnight residential visits, or those that involve an adventurous activity e.g. theme parks, farms etc.
These follow 2. above, but require additional checks prior to approval

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE. They should obtain outline permission for a visit from the Head Teacher or Education Visits Coordinator 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.

The Educational Visits Coordinator (EVC) is Ceri McDonald who will support and challenge colleagues over visits and learning outside the classroom. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. 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 visits and for submitting those that are residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'. Individual governors may be given 'read-only' access to EVOLVE. All governors are DBS checked, have undergone safeguarding training, have the right to access EVOLVE in a read-only function and can also attend educational visits?

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 e.g. first aid training, previously going on this trip with other children
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the children, 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 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.

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.

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.

Inclusion

As a school we comply with the Equality Act 2010. Where it may be deemed that a child may pose a risk to themselves or others while participating in a visit the school will first complete a risk assessment which will be discussed with parents. In regards to our children within the ASD Provision consideration will be made about the suitability of particular trips for individual children. This will be done in conjunction with parents/carers and may result in a decision that a specific trip may not be suitable.

Where absolutely necessary a child may be excluded from a visit when behaviour does not reach the expected standard, only after authorisation by the Head Teacher. A risk assessment of the individual child must be undertaken to ascertain whether this is the only course of action. (*Refer to behaviour policy*)

Charging / funding for visits

No child will be excluded from an educational visit due to their ability to pay the suggested voluntary contribution. The school however reserves the right to cancel a visit if they do not receive sufficient voluntary contributions to break even.

Transport

Hired/self-drive minibus – the school follows National Guidance in regards to self-drive minibuses.
Use of staff cars to transport children – the school follows the LA's guidance document and the school's safeguarding policy - for example when staff cars are used two members of school staff will be in the vehicle.

Insurance

The school is insured with Risk Protection Management (RPA) Local Authority Maintained Schools (LAMS). See sections 10 and 11 for UK and overseas travel.

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
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Also see Safeguarding, Data Protection, Health & Safety & Behaviour Policies

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: e.g.

- *Nugent Centre*
- *Tillingbourne Green*
- *Petts Wood High Street*
- *Petts Wood Library*
- *Morrisons Supermarket*

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 child.
- 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:

- Only staff judged competent to supervise groups in this environment are approved to lead a visit
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school
- There will normally be a minimum of two adults on any visit.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- All regular volunteers already have an enhanced DBS certificate. Where parents/carers accompany a visit they will not be left unsupervised with children.

- Children have received some formal training and guidance and have practiced standard techniques for road crossings in a group.
- Where appropriate, children 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.
- Children's' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant child medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all children and staff, a proposed route, and an estimated time of return.
- A 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)

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 a contact number for a member of the Senior Leadership Team for assistance who could then contact the RPA if necessary.
7. This Emergency Procedure is tested through both desktop exercises and periodic scenario calls from visit leaders.
8. Terrorist Threat