

Netherton CE Primary School
Educational Visits Policy

June 2023

Review March 2024

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 Netherton CE Primary 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, Netherton CE Primary:

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. The EVC then submits to the Head for approval.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These follow 2. above, but the Head then submits the visit to Evolve Advice 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 Teacher or EVC 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 Miss H. Griffiths, 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 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 overseas, 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.

Evolve Advice 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 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 DoWMAT.

Educational Visits Checklist

Netherton CE Primary's 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 EduSpot, 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 EduSpot, Jotter, letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via EduSpot, or through a traditional paper consent form.

Inclusion

Netherton CE Primary complies with the Equality Act 2010. Netherton CE Primary follows the OEAP National Guidance 3.2e, ensuring that outdoor learning and off-site learning is available and accessible to all.

Charging / funding for visits

OEAP National Guidance 3.2c states:

'Schools and local authorities must not charge for:

- *education provided during school hours;*

- *education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education;*
- *transport provided in connection with any educational visit of this type;*
- *supply teachers to cover for teachers who are away from school on a visit.*

It should be noted that 'part of the National Curriculum' is not restricted to learning outside the classroom experiences that are specifically subject based but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement'.

Schools and local authorities may charge for optional extras, which include:

- *education provided outside of school time that is not:*
 - a) part of the National Curriculum;*
 - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school;*
 - c) prepared for at the school;*
 - d) part of religious education;*
- *board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those that qualify children for Free School Meals);*
- *extended day services offered to pupils (e.g., activity clubs).*

Schools must inform parents on low incomes and in receipt of relevant benefits of the support available to them when they ask for contributions.'

Netherton CE Primary School charges for educational visits in line with the DoW MAT Charging and Remissions Policy 2022-2023.

Transport

For all educational visits that take place off-site, we use a recognised transport provider, or, if it is within the local learning area, we walk to our destination using pre-approved routes.

Insurance

The school is covered by RPA insurance for all educational visits (including residentials and overseas). Further details of this insurance can be found on our certificate of insurance.

Frequency of educational visits

Curriculum-related educational visits are planned to happen at least every half term. This includes activities off-site and visitors onsite. A minimum of three educational visits each year will be off-site. Additional educational visits, which aren't related to the curriculum, may be planned in addition to the six curriculum related visits. At the beginning of each academic year, an overview of curriculum-related educational visits is to be sent out to parents of children in Reception to Year 6, outlining their child's/children's visits for the year and approximate costs for each visit.

Monitoring of educational visits

Monitoring will take place of educational visits by the EVC, Head and Governor. This will have the primary focus of identifying where procedures can be streamlined. Visit leaders will be informed of any monitoring prior to their educational visit.

Ratios and effective supervision

OEAP Guidance 4.3b states '*Establishments must ensure that the staffing of visits enables leaders to supervise participants effectively. Decisions about the staffing and supervision should take account of:*

- *The nature and duration of the visit and the planned activities;*
- *The location and environment in which the activity is to take place;*
- *The nature of the group, including the number of participants and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);*
- *Staff competence;*
- *The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.'*

At Netherton CE Primary, we follow the OEAP Guidance, ensuring that all participants are adequately supervised. There is no set ratio for children to adults, as all instances will be reviewed on an individual basis, based on the needs of the children participating in the educational visit.

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 will be informed of the activity their child/children will be participating in.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE.

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.

- Netherton High Street
- St Andrew's Church
- The Link Academy
- Netherton Cricket Club

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, 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 be a minimum of two adults, with at least one being a first aider.
- 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 possible, roads will be crossed using pedestrian crossings.
- 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 mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed.

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). Pippa Dean: 01384 816895 or Kathryn Harvey: 07407 185535
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.