



Elmtree Infant and Nursery School Educational Visits Policy

Version	Date	Author	Description of changes
1.0	January 2018	Nicola Kent	Educational Visits Policy amended and adopted by the Governing Body
1.1	January 2020	Nicola Kent	<ul style="list-style-type: none"> • Policy review. • Policy checked against Bucks model policy- all sections included. • Educational Visits Co-ordinator (EVC) changed to reflect Lynda Birrell’s role (p3). • Inclusion section includes paragraph from Bucks Document (Guidance and Requirements for Off-site visits) and references ‘Equalities and Cohesion’ 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 Elmtree Infant and Nursery 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.
- 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. I.e. 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.

The range of activities are outlined on the school website, along with information for parents about the methods by which parents will be notified and how consent will be obtained.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Activities using the school grounds and immediate locality.
- Out of hours clubs (delivered by both school staff and external providers)
- Regular local visits (libraries, shops, park etc)
- Visits to the school by a range of providers (e.g. theatre companies, mobile farms etc)
- Day visits for particular year groups.

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, Elmtree Infant and Nursery School, through its Governing Body:

1. Adopts the Local Authority's (LA) document: **'Buckinghamshire Requirements and Guidance for Off-site Visits and Related Activities'** in EVOLVE resources (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 carry out visits in line with school policy (i.e. 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 & 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. (Enrichment)**
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.**
These are entered on EVOLVE by the visit leader and submitted to the Educational Visits Co-ordinator (EVC) and Headteacher for checking and approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the Head authorises and then submits 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 Headteacher or EVC prior to planning, and before making any commitments or informing parents. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements and for completing Event and Child Specific Plans for the trip.

The Educational Visits Coordinator (EVC) is *Lynda Birrell* who will support, **mentor** 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. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Headteacher has responsibility for authorising all visits, 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 use the National Guidance check list to ensure that they fulfil their duties in relation to Educational Visits. For example, by ensuring that there is an EVC in place, as well as an Educational Visits Policy. The Headteacher will report to the Governing Body each term about educational trips and visits. We have a named Governor for Educational Visits (Tony Hann) and they have 'read-only' access to EVOLVE. This Governor is familiar with the National Guidance for the role of the Governing Body.

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 ready to be a visit leader, the Headteacher 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.

Volunteers/helpers can be used to support trips. In these instances, National Guidance will be followed and trip leaders will ensure that all adults are fully briefed and sign to say that they understand the risk assessment.

Emergency procedures

The school has an emergency plan in place to deal with a serious incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is re-visited at least annually and following any incidents or major staffing changes.

Each EVOLVE form includes the details of an emergency contact (who is the Headteacher, or another member of SLT) and a second emergency contact for each visit.

The Visit Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contacts.

The Visit Leader will take with them a copy of the school's Serious Incident Procedure. All incidents and accidents occurring on a visit will be reported back through the school incident systems.

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

The school obtains blanket consent at the start of each year for visits within the School Learning Area, when children walk and that are part of the curriculum during normal school time. This consent is on a paper form.

Specific (i.e. one-off) parental consent must be obtained for all other visits i.e. those that are beyond the School Learning Area or when the mode of transport is not walking. For these visits, sufficient information must be made available to parents, so that consent is given on a 'fully informed' basis. On these occasions, parents have the option of consenting online or through a traditional paper consent form.

Behaviour

Please refer to the school's Behaviour Policy.

Inclusion

The Equality Act states that the responsible body must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments. Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. **When a visit or activity is being planned, all reasonably practicable measures must be taken to include all.**

Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

Please refer to the Inclusion Policy and the 'Equalities and Cohesion' Policy.

Charging / funding for visits

Please see the 'Charging and Remissions' Policy.

Transport

We follow the Bucks Requirements and Guidance (which reflects National Guidance) for transport. We have a separate risk assessment that covers travel by coach; this includes security of the children whilst travelling, as well as actions to take if the coach were to be involved in an accident.

Insurance

We take out the Bucks Annual Journeys Insurance which covers all of our trips and activities. Where necessary, we can seek advice from the Insurance Service (Rachael Ruddy: 01296 383197).

Evaluation

All visits will be evaluated by the Visit Leader, using the facility for this on EVOLVE. This will include a review of the learning outcomes and the plan for the visit. The Headteacher will report to the Governing Body each term about Educational Visits and Experiences.

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:

- Are covered by the consent form completed annually by parents.
- Parents will be informed of these visits and provided with information about when/where they are taking place.
- These visits involve the children walking. Any other modes of transport require consent to be sought from parents.
- Will be entered onto EVOLVE to ensure that risk assessments, ratios etc. are considered.

Boundaries

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

- *Lowndes Park*
- *Chesham Library*
- *Elgiva Theatre*
- *Thomas Harding Junior School*
- *Chiltern Hills Academy*
- *Chesham Methodist Church*
- *Chesham Mosque*
- *Roads surrounding the school (e.g. for delivering Harvest hampers)*

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area that will be included in the risk assessment:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- First aid considerations.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).

These are managed by a combination of the following:

- The Headteacher will approve the outing on EVOLVE.
- A current list of staff approved to lead in this setting is maintained by the EVC and school 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 on the School Website.

- There will always be a minimum of two adults on a visit. The number of adults will increase, depending on the size and age of the group.
- Staff are familiar with the area, including any 'no go areas', and have practised appropriate group management techniques.
- Pupils have been trained and have practised 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 leave in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the school office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. 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 school office).
2. This nominated base contact will either be an experienced member of the Senior Leadership Team (SLT), or will be able to contact a member of the SLT 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 an Emergency Card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.