



# Educational Visits Policy 2023

## Policy

**Policy Reviewed: January 2023**

**Next review date: Spring 2025**

**Appendices Included:**

1. School Learning Area
2. Emergency Procedure
3. Educational Visits Co-coordinator (EVC) name

**Modifications 2023:**

New EVC added in appendix 3.

## 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 Bedgrove Infant 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.

## 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, Bedgrove Infant School:

1. Adopts the Local Authority's (LA) document: '**Bucks Requirements and Guidance**' in Evolve resources (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 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 EVC for checking. The EVC then submits to the Head for 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 Head 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 Co-ordinator (EVC see Appendix 3)**, 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 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 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'. The head of Governor's must also authorise all visits alongside the Head Teacher.

**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. (For academies, approval by the LA is acknowledgment that the plans attached to Evolve are sound but responsibility sits with the academy.)

## 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 Head 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**

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 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.

## **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, e.g. visits to the immediate locality within the Bedgrove Estate area such as the Spinney and local shops. Parents sign a paper consent form that is part of the Home Partnership pamphlet given to all parents when their child joins the school.

Specific (i.e. one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents, so that consent is given on a 'fully informed' basis. Parents' consent through a traditional paper reply slip form or through the completion of an electronic form on ParentMail system.

## **Inclusion**

The Equality Act states that the responsible body of a school or, for other provision, the service provider, 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. Bedgrove Infant School ensures activities will 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 reasonable practicable measures will be taken to include all young people. Every reasonable effort is 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.

Care will be given not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent pupils of certain religions being able to attend. It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders. The Equality Act protects people from discrimination and harassment based on the 'protected characteristics'. Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies. When a young person is excluded on these grounds, providing alternative ways of achieving the same learning outcomes within the school setting will be considered.

## **Charging / funding for visits**

Bedgrove Infant School ask for voluntary contributions to ensure that resources, visits and visitors can be sourced in order to further enhance the curriculum for all children. The restrictions on charging do not prohibit the Local Authority or school from seeking voluntary contributions in support of an activity or visit. Such contributions are genuinely voluntary and consequently students will not be treated differently according to whether or not their parents have made any contribution. However, if adequate funds are not received in order to ensure the activity or visit can proceed then this may result in cancellation.

## **Transport**

Bedgrove Infant School follows the Bucks Requirements and Guidance which reflects National Guidance. All children on coaches are expected to wear seat belts, be seated with adults seated in the front, middle and on the centre back seat of the coach to ensure adequate supervision during the journey and in preparation for disembarking.

## **Use of staff cars to transport pupils**

If a child needs to be transported in a member of staff's car, Bedgrove Infant School adhere to the Bucks Requirements and Guidance. This would only happen in the case of medical emergency or, possibly, if prior consent had been obtained by someone with parental responsibility so that a child can take part in an event out of school hours e.g. sport, when the parent is unable to transport them themselves and would be a last resort.

## **Insurance**

Schools are required to take out additional cover for any trips that involve-

- An overnight stay
- Hazardous Activities
- Foreign Travel

All trips organised directly by the school are covered under Buckinghamshire County Councils Public Liability Policy should there be an accident where the school could be held responsible due to negligence.

## **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 other than the signed agreement that every parent completes on entry to the school which covers their time in the Infant School.
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- Do not need to be recorded on EVOLVE if these are ad-hoc activities

### **Boundaries**

The boundaries of the School Learning Area are those within the Bedgrove Estate. This area includes, but is not limited to, the following frequently used venues: e.g.

- the park
- the shops
- the spinney
- Bedgrove estate
- Turnfurlong Infant School
- The Grange
- The Pavilion

### **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.
- Kerbs and lampposts
- Weather conditions.

- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, stream, dog faeces etc.)

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

- The Head or Deputy should give verbal approval before a group leaves unless there is a member of the SLT or Middle Leader team leading / accompanying the trip.
- A current list of staff approved to lead in this setting 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 Home Partnership pamphlet.
- There will normally be a minimum of two 'experienced' 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 using the road markings on the school grounds.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. Wait where they are and stand well back from the edge of the pavement / the main road.
- Children's clothing and footwear is checked for appropriateness prior to leaving school.
- Staff wear high viz vests and must carry a whistle.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will ensure a medical kit is readily available for each group.
- 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 is taken with each group and the office have a note of the number.
- Adults in the group swap mobile numbers in case of an emergency
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)
- Zebra crossings should be used when crossing the main Bedgrove Road.

## **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 leadership team, or will be able to contact an experienced senior leader 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.

## **Appendix 3 – The Educational Visits Co-ordinator (EVC)**

The EVC for the school is Miss Liana Rosewell