Kedington Primary Academy
Educational Visits Policy

Date of Policy	**Spring 2019**
Approval body	**Curriculum Committee**
Signed	(Chair of committee)
Minuted	(Date)
Date of Next Review	**Spring 2022**

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 Kedington Primary Academy 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 can flourish in a different environment.
- 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, Kedington Primary Academy:
1. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
2. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for Type 1 and 2 off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit
There are three types of visit:
1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity (Type 1 visits).
3. Visit that are either overseas, residential, and/or involve an adventurous activity (Type 2 visits).

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 Headteacher 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 Coordinator (EVC) 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 Headteacher for approval. 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 Type 2 visits (overseas, residential or adventurous activity) to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. This includes ensuring:
- It has a clear understanding of whether or not it is the employer of establishment staff and is fully aware of an employer's responsibilities under health and safety law.
- There is guidance in place
- Robust systems support implementation of the guidance.
- They challenge in order to be clear about of how outdoor learning and visits lead to a wide range of outcomes for children and young people and contribute towards establishment effectiveness.
- There is an establishment visits/outdoor learning policy and procedures – including emergency procedures – and it supports the principles of inclusion.
- The involvement in Board/Governing Body in the visit approval process is clear and approval and notification procedures operate effectively.
- There is a trained EVC who meets the employer's requirements, with a sufficient time allowance to fulfil the role and training to support the planning and delivery of visits and outdoor learning.
- There are monitoring procedures in place, activity is evaluated, good practice is shared and any issues are followed up to comply with statutory and employer's requirements.

(taken from OEAP national guidance, document 3.1b)

Governing body approval is required for any Type 2 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 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.

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are discussed with the Headteacher before booking and a risk assessment (Event Specific Notes- **Appendix 5**) submitted to the EVC at least 5 working days in advance and then submitted to the Headteacher for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see EVOLVE guidance for definition of 'adventurous') are approved by the governing body, then submitted on EVOLVE by the group leader, then submitted by the Headteacher to the LA for approval via EVOLVE.

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, and the school's Critical Incident Policy is followed.

Educational Visits Checklist
Kedington Primary Academy's Educational Visits Checklist (**Appendix 3**) forms part of the risk management process for visits and off-site activities. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Parental Consent
The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1).

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (letters, meetings, etc), so that consent is given on a 'fully informed' basis. Parents have the option of consenting online via Parentpay or through a traditional paper consent form.

Inclusion

The school will take every reasonable measure to include all young people in educational visits. A decision not to include a child will only be taken after extensive consultation with all those who have responsibility for the young person, including a parent or carer, any support staff and, possibly, their GP. The school uses a Reasonable Adjustment Template **(Appendix 4) (**to support the process of considering any issues and all reasonable adjustments that could be taken to overcome them. Children will only be excluded from visits when it has been concluded that these are either not practicable or would not adequately address particular concerns.

A child may be excluded from a visit where, despite reasonable adjustments being made, their behaviour presents a significant, unmanageable and unacceptable risk to the health and safety of either themselves, or other members of the group, or the leaders. When a child is not taken on the visit on these grounds, alternative ways of achieving the same learning outcomes will be considered.
(From LOTC inclusion guidance)

Transport

Use of staff cars to transport pupils
If staff are willing and have appropriate insurance, they can transport children on visits. A Private Car Form in completed by the member of staff. The school will request copies of any relevant documentation i.e. registration document, MOT, insurance, driving licence.

At least two children need to travel with a member of staff (unless there are two adults) and children are not permitted to sit on the front seat. Seatbelts must be worn and car seats used when appropriate.

Use of parents cars to transport pupils
For some visits, we ask parents to arrange for their children to be transported to and from the venue. The visit leader always checks that all children are with the correct adult before leaving and leaves the venue after ensuring children are being transported by the correct adult.

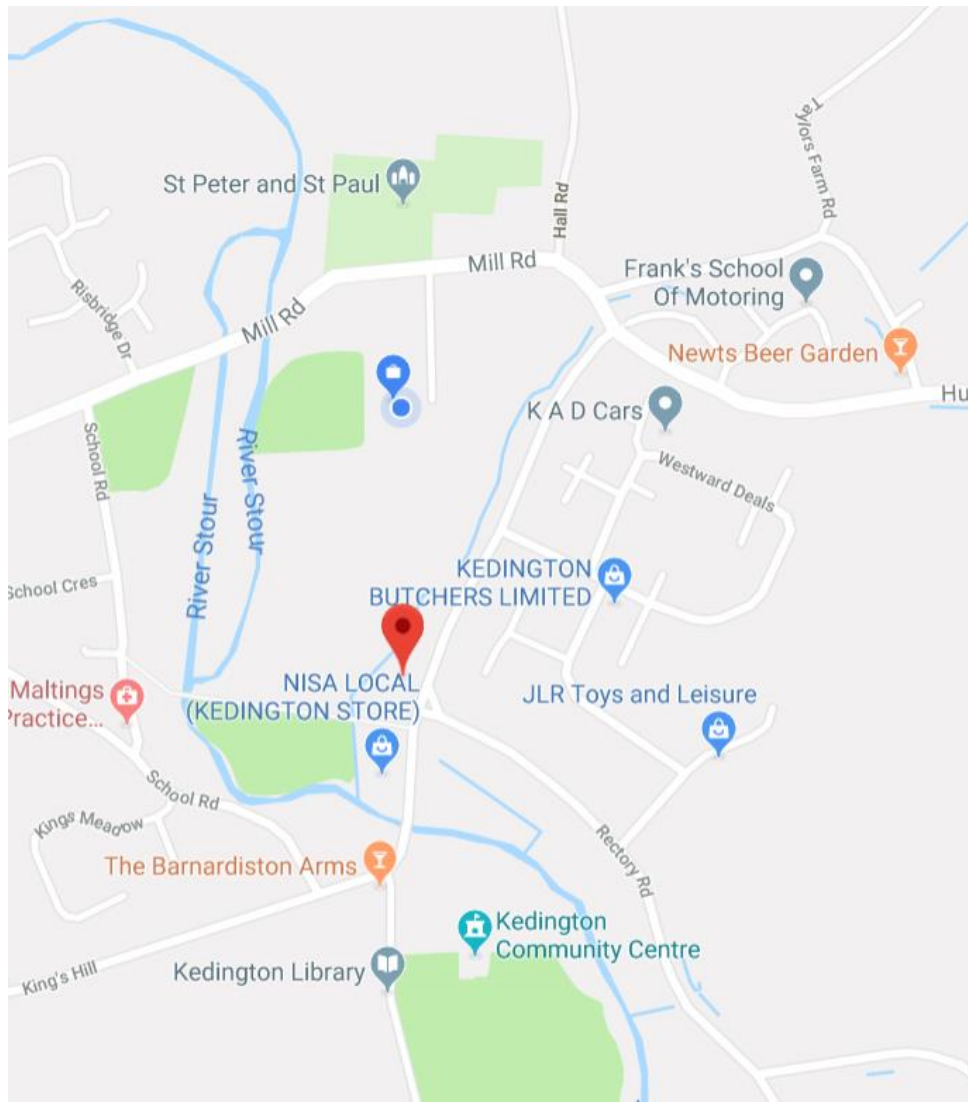Parents are informed of where to meet the visit leader and rest of the group

Insurance

The school is insured as part of the Department for Education's Risk Protection Arrangements (RPA) for academies.

Appendix 1 - Extended Learning Locality

Boundaries

The boundaries of the locality are shown on this map:

This area includes the following frequently used venues:
- The church

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the usual visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:
- Road traffic, especially as there are no pavements through some of the village.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- River
- 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.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained in 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 extended learning locality 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 phone 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 significant areas for consideration (eg individuals with challenging behaviour, severe medical conditions) are discussed with the /EVC and a separate risk assessment drawn up if necessary.
- High visibility vests are worn by both adults and children where the route involves an area where there is no pavement.

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 <u>outside</u> 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 all visits, the visit leader will carry an Emergency 'Card'.

7. This Emergency Procedure is tested through both desktop exercises and periodic scenario calls from visit leaders.

Appendix 3 – Educational Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit:

1.	Have the intended outcomes of the visit been clearly identified? (see Section 4)	☐ yes	
2.	Is the visit appropriate to the age, ability and aptitude of the group?	☐ yes	
3.	Has there been suitable preparation for participants prior to the visit?	☐ yes	
4.	Does the visit comply with any guidelines specific to your establishment?	☐ yes	
5.	Does the visit comply with any specific LA guidelines? (see relevant sections)	☐ yes	
6.	If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA? (see Section 28)	☐ yes	☐ n/a
7.	If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29)	☐ yes	☐ n/a
8.	Are transport arrangements suitable and satisfactory? (see Section 14)	☐ yes	☐ n/a
9.	If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17)	☐ yes	☐ n/a
10.	If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18)	☐ yes	☐ n/a
11.	Has a pre-visit taken place? (normal procedure for most visits within the UK). If not, have appropriate additional checks been made?	☐ yes	
12.	Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).	☐ yes	
13.	Have any adult helpers (non LA employees) been approved by the Headteacher as to their suitability and completed a Volunteer's Code of Conduct?	☐ yes	☐ n/a
14.	Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?	☐ yes	
15.	Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?	☐ yes	
16.	Are all support staff aware of and comfortable with their roles?	☐ yes	
17.	Are all helpers aware of and comfortable with their roles?	☐ yes	
18.	If appropriate, has a risk assessment been made and will these be shared with all relevant parties, ideally in advance? (see Section 7 and Risk Assessment Form)	☐ yes	
19.	Is insurance cover adequate? (see Section 13)	☐ yes	
20.	Does at least one member of staff know the participants that are being taken away, including any behavioural traits?	☐ yes	
21.	If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?	☐ yes	

22.	Are participants aware of the nature and purpose of the visit?	☐ yes	
23.	Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9)	☐ yes	
24.	Where appropriate, have all relevant details been issued? (eg. itinerary, kit lists, etc?)	☐ yes	☐ n/a
25.	Are staff aware of any medical needs and/or other relevant details of participants?	☐ yes	
26.	Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?	☐ yes	☐ n/a
27.	Are staff aware of any relevant medical conditions of other staff/helpers within the group?	☐ yes	☐ n/a
28.	Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12)	☐ yes	
29.	Is a first aid kit (appropriate to the visit) available? (see Section 12)	☐ yes	☐ n/a
30.	Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B'?	☐ yes	
31.	For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?	☐ yes	☐ n/a
32.	Are full details of the visit at the school or recorded on EVOLVE, and if appropriate, with the establishment's Emergency Contact(s)?	☐ yes	
33.	Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27)	☐ yes	
34.	Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19)	☐ yes	☐ n/a
35.	If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16)	☐ yes	☐ n/a
36.	A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?	☐ yes	☐ n/a
37.	Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?	☐ yes	☐ n/a
38.	Will the group need food and/or drink? If so, are procedures in place for checking they have sufficient with them?	☐ yes	☐ n/a
38.	Have all financial matters been dealt with appropriately?	☐ yes	
40.	Has the visit been approved by the Head/EVC, and in line with Governing Body policy (where appropriate)? (see Section 3)	☐ yes	
41.	If residential, overseas or involving adventurous activities, has the visit been approved by the Trust (see Section 3)	☐ yes	☐ n/a

During the visit

42.	Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader)?	☐ yes	
43.	Does the establishment office have a list of the names of all participants, including adults? And if out of hours, does the home contact have these details and an Emergency Card (Home Contact)?	☐ yes	

44. Do staff have sufficient funds to allow for any contingencies? ☐ yes ☐ n/a

45. Do staff have any relevant literature, work sheets, clipboards, etc? ☐ yes ☐ n/a

46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? ☐ yes

47. Are participant numbers being checked at appropriate times? ☐ yes

48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? ☐ yes ☐ n/a

49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.) ☐ yes ☐ n/a

50. Has a clear recall system been arranged if the group is working away from you?

    Do participants understand this and will they be able to respond effectively? ☐ yes ☐ n/a

51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet? ☐ yes ☐ n/a

52. Do participants know what action they should take if they become separated from the group? ☐ yes

53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? ☐ yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants? ☐ yes

55. Has the Visit Leader reported back to the Educational Visits Coordinator? ☐ yes ☐ n/a

56. Has the group been debriefed and any relevant follow-up work completed? ☐ yes ☐ n/a

57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc? ☐ yes

58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits? ☐ yes

59. Have all staff and helpers involved in the visit been thanked for their input? ☐ yes

Appendix 4 – Reasonable Adjustments Template

Issue:

Option	Advantages	Disadvantages	Comments	Feasibility/Decision

Appendix 5 – Event Specific Notes

EVENT SPECIFIC NOTES

What are the really important things we need to do to keep ourselves safe?

Visit:	Date:	Group leader:
Other adults:	Number in group:	Adult/child ration

ISSUE Consider SAGE: **S**taff, **A**ctivity, **G**roup, **E**nvironment	MANAGEMENT How to manage it	WHO TO BE INFORMED		
		PARENTS	STAFF	PARTICIPANT

You <u>must</u> also ensure that appropriate persons are aware of any generic procedures, but these do not need to be repeated here

Completed by …………………………………………………………………………………. EVC signature …………………………………………………………………………….. Date ……………

<u>Info on recommended ratios</u>

While it isn't possible to set down definitive ratios for a particular age group or activity, the OEAP gives the following starting points for consideration:

- Years R to 3: 1:6

- Years 4 to 6: 1:10 or 1:15

- Years 7 upwards: 1:15 or 1:20