

SHAROW CE PRIMARY SCHOOL

EDUCATIONAL VISITS POLICY



Document Status			
Date of Next Review	Autumn 2024	Responsibility	
Date of Policy Creation November 2022	Adapted school written model October 2024	Responsibility	<i>Jacqui Palmer (Headteacher)</i> Chair of Governors
Date of Policy Adoption by Governing Body 16.10.24		Signed	
Method of Communication (e.g Website, Noticeboard, etc) Sharepoint			

NYCC Educational Visits Advisory Service Model School Policy Revised November 2022

This model policy has been reviewed to ensure consistency with the revisions made to the employer policy during November 2022. This policy now fully integrates the Local Learning Area within the body of the text. We have also included a summary table in Section 4 - Visits and Planning Management. Hopefully this provides a clear overview of the core tasks of planning and approval and what is expected.

Instructions for using this document

This document also includes a Local Learning Area (LLA) appendix. The LLA is a proportionate approach to managing visits which reduces the level of bureaucracy that school management and visit staff have to undertake in order to address the health and safety associated with educational visits. Use of the LLA assumes that the visits are routine i.e. they are occurring regularly and at least once a month. The LLA is not intended for visits that are further afield or happen once a year. It would be perfectly reasonable for a school operating a programme of outdoor activities which take place every week to manage the recording of these educational activities through the use of an LLA, however it would be expected that in the case of adventurous activities where the level of perceived risk is higher that such a decision would be made in consultation with the employer.

SHAROW CE PRIMARY SCHOOL

Policy for Educational Visits, Outdoor Learning and Adventurous Activities

Introduction

This policy sets out the establishment procedures within which all employees must operate. Further details can be gained by referring to the Employer Policy as detailed in Section 2.

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.

It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

1. Scope and responsibilities

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision.

The Headteacher retains the role of the Educational Visits Co-ordinator. They will have the training and experience to enable them to competently discharge their responsibilities as listed in The Employer Policy.

The Educational Visits Co-ordinator is: Gemma Snodgrass

Administrative tasks will be carried out by: Group leaders or school administrators

2. Establishment policy and procedures

North Yorkshire County Council Policy for Educational Visits, Outdoor Learning and Adventurous Activities (June 2018 revised November 2022) is the employer's policy. Specific local procedures will be in line with, but not duplicate this policy.

Where there is conflict with non-statutory guidance or advice from other sources the employer policy will take precedence with clarification sought from the Headteacher, and if required from North Yorkshire Educational Visits Advisory Service.

Consent

Routine acknowledgement: Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our normal educational provision during the school day and information regarding the nature of the types of visit will be included with the acknowledgment request. We will always aim to fully inform parents by email of the nature of each visit, activity or series of a similar nature, remind parents that they have acknowledged this, and give opportunity to update information and emergency contact details. On occasions a curriculum opportunity may become available at short notice and we will always aim to notify parents that their child will be offsite but this may not be possible.

Non-routine consent: Written consent will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents by email of the nature of each visit, activity or series of a similar nature.

Specific consent: Written consent will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities. We will fully inform parents by email of the nature of each visit, activity or series of a similar nature.

Medical information: We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.

Staff competence

Records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve.

To ensure sustainability of important visits, deputy leaders will be appointed in order that contingency plans can be put in place should a visit leader be indisposed.

EVC Training

The Educational Visits Co-ordinator will attend appropriate training and revalidation as required by the employer.

Visit Leader Training

Visit leaders will be approved by the Headteacher and will have attended appropriate training as required by the employer.

3. Planning and approval procedures

Visit leaders should follow the employer policy, establishment policy, guidance, local procedures and standard assessments of risk.

Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm. At Sharow CE Primary School we have identified a Local Learning Area which includes all the places that we visit and the activities that we undertake routinely. Details of our Local Learning Area are contained within the appendix which includes generic risk assessment. Wherever the need arises additional risks and significant findings will be recorded using event specific risk assessment.

Pre-visits

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group requirements. Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Establishment policy should clarify the circumstances where a preliminary visit is a requirement.

Working with providers

When an establishment is using a provider for teaching and instruction, that provider is responsible for the risk management of their provision. The Visit Leader is responsible for risk management of any aspects of the visit which they lead themselves, including all non-taught time and travel.

Visit Leaders should take advantage of nationally accredited provider assurance schemes to select suitable providers. This includes the Learning Outside the Classroom Quality Badge and adventurous activity accreditation schemes. Where a provider holds the above accreditation, there should be no need to seek further assurances regarding safety. Visit Leaders should ensure that a Provider Statement is completed whenever this assurance scheme is not held. Certain adventurous activities require adventurous activities accreditation which will either be captured through a Learning Outside the Classroom Quality Badge or a Provider Statement.

External Providers must hold a minimum of £5 million Public Liability insurance.

Accommodation

Appropriate checks and/or assurances should be sought. The accommodation at an LOtC Quality Badged provider will have been deemed appropriate for educational visits. The relevant questions on the Provider Statement can be used to help gather key information. Professional judgment should be used taking into account all the relevant issues.

Ratios and supervision

As part of managing the risk of educational visits, outdoor learning and adventurous activities, visit leaders should determine the appropriate supervision arrangements by considering:

- **Staffing**

For example: Consider whether the adults have undertaken training, what level of experience they have and whether they know the group. Consider what level of competence is necessary (skill, knowledge, understanding, fitness) from all of the supervising adults. Ensure that all adults are competent for the roles that are assigned to them.

- **Activity**

For example: Consider the nature of the intended activity and whether it requires specialist knowledge and/or equipment. Consider whether the activities might be affected by the location (crowds, remoteness, access etc.).

- **Group**

For example: Consider the characteristics of the group and what prior experience they have of the activity and environment; also consider their ability and maturity. If any of the group has behavioural, medical, or learning needs, ensure that these can be managed appropriately.

- **Environment**

For example: Consider the impact that the weather may have on the group, activity, or travel arrangements. Be aware that environmental conditions can change dramatically and ensure that there is a Plan B where appropriate. Where relevant to the location and activity, the visit leader must have a good understanding of how water levels can change and be able to make appropriate judgements.

- **Distance**

For example: Consider how far the activity or visit is from the normal support mechanisms of the school and whether it is close enough to rely on immediate support from the school, or further afield where it cannot. The type of transport being used may impact on the level of supervision required (a coach journey may require a smaller supervision ratio than a visit using public transport). If the visit involves an overnight stay, a higher level of first aid competence may be necessary, and staff may need to operate a supervision rota for longer residential visits. EVCs and Heads of Establishment are responsible for ensuring effective supervision is in place on all visits.

External providers: Wherever possible visit leaders will gain credible assurances of health & safety management systems and quality provision through a Learning Outside the Classroom Quality Badge. Alternatively assurances will be gained through a Provider Statement as detailed in the employer policy

4. Visit Planning and Management System

Evolve is North Yorkshire County Council's web-based system used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the Educational Visits Co-ordinator.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Visits will be recorded as detailed in the summary table below.

Approval of visits will be made as detailed below. Initial approval in principal will also be gained as required in the employer policy.

Governing Body:

The governing body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this, it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained, and financial regulations are adhered to.

Adviser: Visits abroad and all self-led adventurous activities regardless of location. (As detailed in guidance).

Headteacher: Visits abroad, all adventurous activities, residential visits and non-local day visits or all visits and activities – when they are also the EVC

Educational Visits Co-ordinator:

Local walking visits, bike ability training, local sports fixtures and local swimming visits

Visit planning approval summary table for Sharow CE Primary School.

	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area	Recorded on Evolve	LLA risk management supplemented by specific documentation where necessary	EVC/Head
Day Visit outside Local Learning Area	Recorded on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	EVC/Head
Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Head
Adventure, provider led	Recorded on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	Head

Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser
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5. Incident Management

In the case of an incident during a visit all members of staff will follow the establishment’s incident management plan as detailed in the appendix.

6. Monitoring of visits and procedures

Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy.

The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

7. Charges for Off-site Activities and Visits

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance. Reference should also be made to the federation charging and remissions policy.

8. Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption or modification and integration through participation with peers.

We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. Reference should also be made to the federation SEND policy.

Behaviour

It may be reasonable to exclude a young person on the grounds of behaviour if the behaviour is unmanageable and presents a significant health, safety and/or welfare risk to the young person, the group or the leaders. Where behaviour issues are not associated with a protected characteristic then the Equality Act may not apply.

9. Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues
- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. Reference should also be made to the federation Child Protection policy.

10. Travel/Insurance

Young people participating in visits and activities will have appropriate travel/journey insurance arranged by the school. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

11. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by your employer.

Cars

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

Coaches

Establishments should ensure that coaches and buses are hired from a reputable company.

Minibuses

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. In addition, on longer journeys consideration should be given to factors such as driver fatigue and comfort breaks.

Appendix - Local Learning Area

Boundaries

The boundaries of the locality are shown on the map below. This area includes the following frequently used venues: e.g.

- Outwood Academy, Ripon
- Jack Laugher Leisure and Wellness Centre
- Sharow Cross nursing home, Sharow
- Ripon Library
- Ripon Cathedral
- Ripon Spa Gardens
- Sharow village
- Surrounding woods
- Newby Hall and grounds
- Ripon and rural cluster schools



We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure.

Operating Procedure for visits to the Local Learning Area

The following are potentially significant issues/hazards within our extended locality:

- 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 or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved by the headteacher.
- 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. This statement is probably appropriate for all primary schools, although in benign locations it may be appropriate to relax it for year 6s. Decisions should be based on the area and the age / maturity of the pupils - the key determinant will always be 'what would the pupils do if the only adult collapsed?'
- 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. For primary schools this is easy to do with some simple road markings in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen.

- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This needs a decision and will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc).
- 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 school 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)