



EDUCATIONAL VISITS POLICY

Fairview Community Primary School

Reviewed: June 2024
Review Due: June 2025

Context

At Fairview, 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 therefore form a key part of what makes our 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.
- 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, Fairview Community Primary School:

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 and the Head for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
These follow 2. above, but the Head or EVC then submits the visit 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 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 Scott Rickersey, 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'. Governors are responsible for challenging and supporting staff over visits and learning outside the classroom (LOtC) activities. Individual governors may be given 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval 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.

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, eg. after school fixtures, etc. Parents have the option of consenting online via either Parent Mail or 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 letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via either Parent Mail or a traditional paper consent form.

Inclusion:

This document is written with reference to on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

The school's Equality Statement is published on its website.

Charging / funding for visits:

Please refer to the school's Charging and Remissions Policy.

Use of staff cars to transport pupils – The Department for Education (DfE) recommend that, in most cases, staff should not be asked to drive individual children alone in private cars and minibuses. This is because schools have a responsibility to protect staff against unfounded allegations. Such a situation could increase the likelihood of this can could be problematic. **You should therefore ensure that there are either at least 2 adults or 2 pupils during transportation.**

We also ensure that staff have business use on their car insurance and a current MOT.

Insurance:

Insurance is covered by the school's Local Authority insurance.

Appendix 1 – School Learning Area

Visits/activities within our 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the operating procedure below.

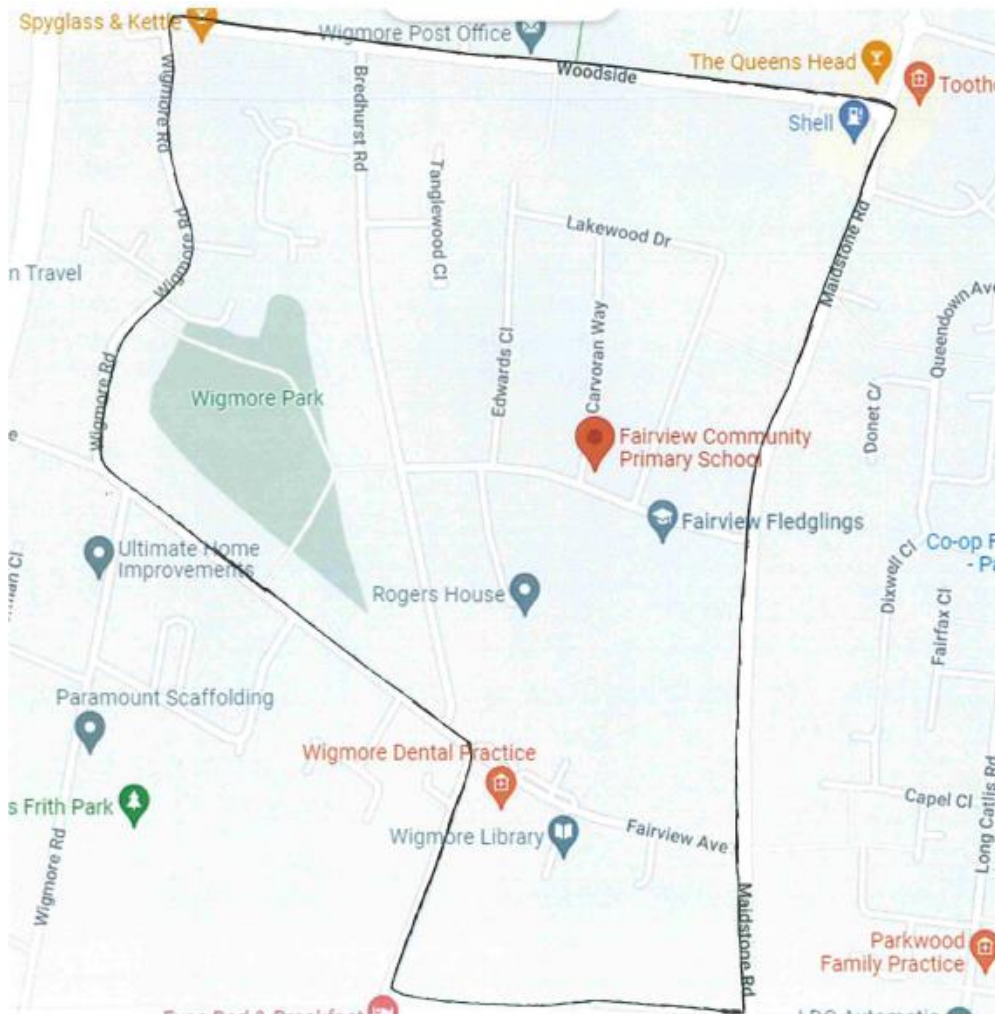
These visits/activities:

- must be recorded the signing out sheet in the school office.
- do not require parental consent, unless any adventurous activity is planned, the activity will be taking place outside of normal school hours, or if the visit/activity will be going outside of the boundaries of our Local Learning Area.
- do not normally need additional risk assessments / notes (other than following the operating procedure below).

Boundaries

The boundaries of the Local Learning Area are shown on the map below. This area includes, but is not limited to, the following frequently used venues:

- Wigmore Library
- Woodside Post Office/Post Box
- Wigmore Park
- St. Matthew's Church
- Rogers House
- Levan Strice (woodland behind Wigmore Library)



Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic.
- Other people
 - social distancing
 - members of the public
 - animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).
- Slips, trips and falls caused when using playground equipment in Wigmore Park.

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- Regular handwashing or regular hand sanitising is in place.
- Students are briefed on keeping their distance from members of the public.
- The selected route takes the least busy option.
- Use antibacterial wipes to clean any equipment before use.
- There will normally be a minimum of two adults. This is to be decided by the visit/activity leader and be based on the area and age/maturity of the pupils, as well as any additional needs of children within the group.
- Staff are familiar with the area, including any 'no-go' areas.
- Pupils have been trained and have practiced 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. **This needs to be decided prior to the visit and will depend on the area you are in, for example, return to school, wait where they are, go to x and ask for help, etc).**
- 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 a completed 'Signing out' sheet with the office.
- 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 (e.g. gloves, facemasks bag for waste, tissues etc.)

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 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 (*Available via www.oeap.info*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.