

Broad Heath Primary School



Educational Visits Policy

Revised April 2022

Context

At Broad Heath, we believe that educational visits are an integral part of the entitlement of every child 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 Broad Heath a supportive and effective learning environment. The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty
- 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. Students 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 giving them the tools and experience necessary to assess their own risks in a range of contexts.
- 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, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

Broad Heath Primary School adopts OEAP National Guidance www.OEAPNG.info. 'e-visits' is the web based notification, approval, monitoring and communication system, used by Sarah Atkins & Co to which staff have access.

All staff are required to plan and execute visits in line with Broad Heath Primary School's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at Broad Heath Primary School.

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Types of visit

There are three types of visit, for each of which the approval process is slightly different:

1. Staff using the local area to deliver lessons
2. Other visits within the UK excluding adventurous activities including sports competitions
3. Any visit involving adventure activities and / or involving travel abroad

Roles and responsibilities

Visit leaders are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process. This would usually be the Year Leader. Staff must make appropriate checks of any third party providers. Staff are advised to obtain outline permission for a visit, from the head teacher, before beginning to plan and certainly before making any commitments.

The EVC is Laura Donnelly who will support and challenge colleagues over visits and learning outside the classroom. They are the first point of call for advice on visit related matters. The EVC will check final visit plans on 'e-visits' before submitting them to the head. The EVC should be notified of all visits by email and these should be written in the main diary by the visit leader.

The Head teacher has responsibility for monitoring and final approval of all visits.

The Governors will be informed of any visits where PPG money is used or the children travel to a different country.

Staff Competence

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader. This can be both in house through Year Leader meetings or externally.

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

Visit Planning and approval

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

1. Local area visits will follow the school's guidelines. The head should be informed and all trips should be recorded in the main school diary, this includes trips to sports competitions within the city boundary. Letters do not need to be sent home. These visits are covered by the generic EDVIS13. Blogs should be posted to make parents aware. See Appendix 1
2. Visits within the UK but outside of the city boundary excluding adventure activities, this includes sports competitions outside of the city boundary – these are put on 'e-visits' and approved internally by the Head Teacher. Visits should be submitted to the EVC via 'e-visits' at least 14 days in advance. Visits within the school day are covered by the generic EDVIS13, any visits outside of the school day must have a completed EDVIS12. A blog should be posted about these visits.
3. Visits involving adventure activities must be put on 'e-visits' and submitted to the EVC at least 28 days in advance. The school is required to submit these for approval from our Education Visits Advisor, Sarah Atkins and Co, 28 days in advance. Visit leaders must check if an activity provider holds either an AALA licence (http://www.aals.org.uk/aals/provider_search.php) or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>). If they don't then they must complete a Provider Questionnaire (National Guidance document 8p)
4. Visits abroad require detailed planning to commence well in advance and the head must be kept up to date with progress. Checks must be made on any third party providers and permission from the head teacher to use them be obtained before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire (National Guidance document 8p), which visit leaders should scrutinise. The head will need to submit final plans to the Sarah Atkins and Co 28 days before the departure date.

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). Staff on visits are familiar with this plan.

When an incident overwhelms the establishment's emergency response capability; 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.

The Visit Leaders job list

The visit leader will ensure all the following steps are completed for any type 2 or 3 visit:

- Gain outline approval from the head to begin planning the visit and agree funding mechanism / charging policy.
- Ensure the visit:
 - has clear learning outcomes
 - has activities appropriate to the group
 - is planned to maximise benefits to the children while managing significant risks
 - is appropriately staffed
 - complies with the school's safeguarding policy
- Involve children in the planning of the visit, and how it will be managed, wherever possible.
- Ensure the LA procedures are followed and that the visit plan is recorded on 'e-visits'.
- Ensure all other staff, accompanying adults and children are:
 - fully briefed about their roles and responsibilities during the visit
 - know what to do in the event of an emergency
 - are given information they need about individual pupil needs.

Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.
- Ensure the base contact back at school is fully briefed and has copies of all relevant information.

Parental Consent

The school obtains blanket consent, for all visits which fall within the school day, at the start of each year. For any visits not covered by the extended learning territory, a blog should be posted containing all information on the visit and including a request for information on any changes in their child's medical details. For residential visits or visits extending beyond the school day specific consent should be requested using EDVIS12.

Inclusion

All children should be given the opportunity to be included in the visit, where appropriate. Any concerns should be raised with one of the school SENcos, Laura Donnelly or Lindsey Street.

Transport

We follow the LA transport policy

Use of staff cars to transport pupils - Staff cars may only be used to transport pupils when the driver has business insurance and a clean driving licence (a record of both of these being checked will be kept by the EVC). Any use of private vehicles will be subject to a specific risk assessment.

Insurance

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We always use insurance from Coventry City Council

Volunteers

We may sometimes need volunteers to support on visits. Volunteers will be carefully chosen by the visit leader and many factors will be considered. We select for volunteers who have excellent communication skills, are reliable, have good relationships with the children, follow the guidance in appendix 3 and have the ability to support the staff on the trip. Volunteers will be briefed on the role they will play and must ensure that any breaks are taken away from the children, the visit leader is aware and these do not affect any ratios.

Appendix 1 Extended Learning Territory

Boundaries

Any visit within Coventry City boundaries

We use this area on a daily basis for a variety of learning activities and approved staff are allowed to operate in this area without completing the visit approval process so long as they follow the agreed standard operating procedure. The EVC and the office maintain a list of currently approved staff.

Operating Procedure

The following are potentially significant hazards within our extended territory:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, 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 and the EVC (Laura Donnelly) must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC
- The concept and operating procedure of the extended learning terrain is explained to all new parents when their child joins the school.
- There is always a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas' and have practiced appropriate management techniques.
- Children have been trained and practiced standard techniques for road crossings in a group.
- Children are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended territory is done in 'buddy' pairs as a minimum.
- Children's clothing and footwear is checked for appropriateness before leaving school and staff carry additional spare clothing, a survival blanket and a first aid kit
- Staff carry student medicine if needed and all information and emergency contact details are available in the office if needed. ALL visit leaders should carry a mobile phone and this number should be known to the office.
- Staff will deposit in the office a list of all pupils (unless the whole class is going, then SIMs is used) and staff and an estimated time of return. A mobile 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, 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 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.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. Both the visit leader(s) and the base contact 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.
5. The National Guidance role specific emergency action cards are carried by:
 - a. The visit leader
 - b. The first point of contact (e.g. the office receptionist)
 - c. The designated base contact senior manager
6. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders

Appendix 3 Guidance for Volunteers



DOs

- Arrive nice and early so we can speak to you about your role and the risk assessment
- Trust the teachers
- Remain with the group unless visit leader is aware
- Read the risk assessment and ask questions
- Be aware of the children in your group
- Keep all information confidential
- Share any concerns with the staff on the visit
- Ask questions about anything you are unsure about
- Smile and enjoy it!



DON'Ts

- Expect to be with your child
- Use your phone during the visit
- Take photographs of the children



Thank you for all of your help and support