

**Lincoln Bishop King CE Primary School**

Dream big. Love God. Live well.

# **Educational Visits Policy**

**Reviewed: February 2024**

**Next Review (2 year): February 2026**

## Context

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 Bishop King CE Primary 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 creativity, developing relationships and team working
- Improved achievement and attainment across a range of curricular subjects.
- Enhanced opportunities for 'real world' learning in context
- Development of the social and emotional aspects of intelligence
- Increased risk management skills in a range of contexts
- Greater sense of personal responsibility, trust and independence
- Appreciation, knowledge, awareness and understanding of new environments
- 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, Bishop King CE 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](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 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. e.g. visits to museums, farms, theme parks, theatres, etc.**  
These are entered on EVOLVE by the visit leader and submitted to the headteacher for checking and approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**  
These follow type 2 visit above but also require governors' approval. The headteacher 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. They should obtain outline permission for a visit from the headteacher 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 Mrs Wheatley 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 approving. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents.

**The Headteacher** 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'. The Governing Body will not give its approval for the visit unless it is satisfied with the venue, its instructors and their risk assessment procedures. It is important to assess and record any health, safety or security issues that are identified during the preliminary visit.

Individual governors may be given 'read-only' access to EVOLVE.

**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
- In-house staff training by the EVC lead
- 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

## **Swimming Lessons:**

Follow the pool's Normal Operating Procedures and Emergency Operating Procedures

At least one adult to supervise in each changing room

## **Dismissal of pupils after evening activities/ after school clubs**

Pupils must not be handed to any adult who is not named on the collection list.

Teachers are timetabled to support handing pupils to the pupil's carer/ adults.

## **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.

## **Educational Visits Checklist**

Bishop King CE Primary School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities - see Appendix Three. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

## **Parental Consent**

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. (Type 1 visit)

The school obtains written consent when a child starts at Bishop King CE Primary School for all local visits, e.g. class walk to the city centre.

Specific, (i.e. one-off), written parental consent must be obtained for all other visits (Types 2 and 3) on a reply slip that is attached to a letter providing full information of the visit. For these visits, sufficient information must be made available to parents so that consent is given on a 'fully informed' basis.

## **Inclusion**

All pupils will be included in all educational visits in line with the Equality Act 2010, unless a child's behaviour is seen to be high risk. Then the parent will be informed that the child will be provided with an alternative activity that reflects the planned education visit.

Where special needs or adaptations are required, we will aim to support through additional resourcing.

## **Charging / funding for visits**

All parents are asked for a voluntary contribution. All day visits are capped at £5 per pupil.

Residential visits are highly subsidised by the P.E. fund, where possible, to aid affordability for all. Disadvantaged pupils are further subsidised. Previously Looked After Children pupils will be fully funded from the pupil's PLAC grant.

If there are not sufficient funds for a particular day visit, we have the option of cancelling the activity; this will only be in the event of dire financial instability.

## **Transport**

Behaviour expectations on transport will be as per the behaviour policy. Pupils must be counted on and off the coach. All seatbelts must be checked before driving away.

**Use of staff cars to transport pupils –** Refer to the LA's guidance document.

Separate risk assessment to be used. All drivers must have business insurance and the relevant up to date documentation: MOT, driver's licence; the EVC must have had sight of these documents.

### **Insurance**

We use the LA's insurance for visits. Additional school journey insurance is mandatory for overseas visits.

#### Other policies and documents linked to this policy:

- Charging policy
- LCC Safety in Outdoor Education
- DFES Health and Safety on Educational Visits
- Medicines Policy
- Critical Incidents Policy
- Local Learning Area - Appendix Three

Completed by: Mrs. Wheatley - Headteacher/ Education Visits Coordinator

6<sup>th</sup> February, 2024

## Appendix 1

## **School Learning Area**

The 'Local Learning Area' is identified for local visits and activities that are part of our school curriculum, and that take place during the normal school day. These visits and activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module if they are regular visits, e.g. weekly swimming,
- do not need to be recorded on EVOLVE if they are ad-hoc activities
- do not require parental consent - come under the blanket consent
- do not normally need additional risk assessments (other than following the Operating Procedure below).

### Operating Procedure for Local Learning Area

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

- 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).

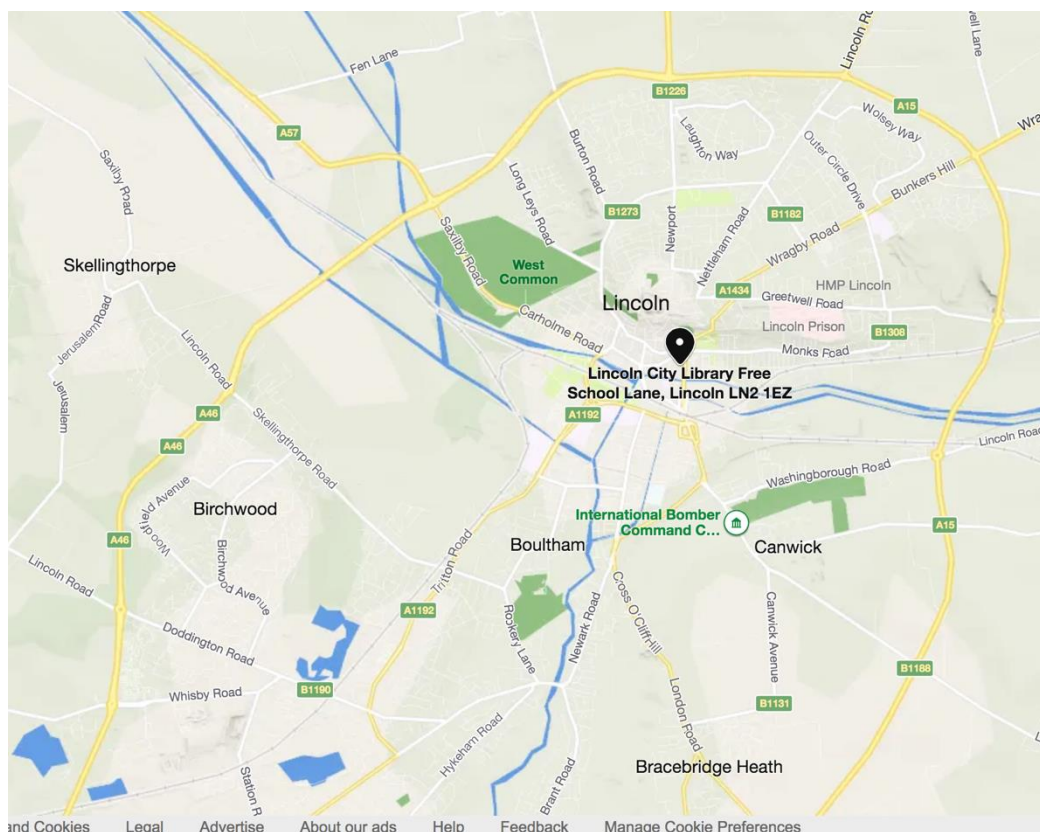
These are managed by a combination of the following:

- The Head or Deputy must give approval before a group leaves the school site
- Only staff judged competent to supervise groups in this environment are approved. All teachers are deemed as competent, unless NQT status where there must be a senior teacher leading.
- The concept of the 'Local Learning Area' is explained to all new parents when their child joins the school
- Pupils are briefed on keeping their distance from members of the public
- The selected route takes the least busy option
- There will normally be a minimum of two adults; this may be waived with a small group of pupils, e.g. four pupils in a car with the adult driving
- Staff are familiar with the area, including any 'no-go' areas
- Pupils are familiar with standard techniques for road crossings in a group
- Pupils are fully briefed on what to do if they become separated from the group
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school
- Staff are aware of any pupil medical information and ensure any required medication is taken with them on the visit or activity
- Staff will record the activity on EVOLVE (Local Area Visit module)
- Office staff are aware of the visit and will have the up to date register on Integris - or a hard copy - of the group of pupils and adults leaving the school site
- A mobile phone is taken with each group and the office have a note of the group leader's number; preferably, all adults have their own phone with them, with all adults contacts saved on their phone
- All pupils will wear a Bishop King wrist band with contact details written on it
- Appropriate personal protective equipment (PPE) is taken when needed, e.g. gloves, facemasks, bag for waste, tissues

## 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:

- Lincoln Central library
- Local churches and the local mosque
- Lincoln Cathedral and Castle
- Cathedral Quarters
- Lincoln University campus and Lincoln Performing Arts Centre
- The Collection museum and Lincolnshire Life museum
- The city centre, the South Common and the Sincil Bank areas
- International Bomber Command Centre



## **Appendix 2**

## **Emergency Procedures**

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



### Appendix Three

#### CHECKLIST FOR VISIT LEADERS (RESIDENTIAL VISITS)

<b>Visit:</b>		<b>Dates:</b>	
<b>Visit Leader:</b>			
<b>TASK/ACTION</b>	<b>DATE COMPLETED</b>	<b>COMMENTS</b>	
Roles and responsibilities for all supervisors explained			
Significant risks identified with control measures to be used			
Group lists prepared			
Activity plans prepared			
Emergency contact lists prepared			
Medical information gathered			
Code of Conduct and Behaviour discussed with pupils			
Travel details, stops etc clearly			
Plan 'B's clear and risk assessed			
Recreation or 'Downtime' procedures			
Night time emergency procedures			
Pupils' pocket money/entrance fees			
Medical/First Aid Kits ready			
Venue information understood by all			
Buddy pairs / sleeping arrangements organised			
Parents meeting arranged			
Information for non-attending parents			
Meal arrangements on travel days organised			
Key information retained at school			
<b>ADDITIONAL NOTES</b>			