

Manor Park

Primary School



Educational Visits Policy

DATE OF LAST REVIEW:	NOVEMBER 2022
SHARED WITH STAFF:	NOVEMBER 2022
SHARED WITH GOVERNORS:	NOVEMBER 2022
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Context

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 Manor Park Primary School 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.

Manor Park Primary School adopts Coventry City Council's **Policy for the Management of Visits, Trips and Learning Outside the Classroom** (available via the EVOLVE homepage. EVOLVE is the web based notification, approval, monitoring and communication system, used by Coventry City Council, to which all staff have access.).

All staff are required to plan and execute visits in line with Coventry City Council'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 Manor Park Primary School.

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 / attend events
2. other visits within the UK excluding adventurous activities
3. any visit involving adventurous 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. 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. (appendix 3)

The EVC is **Amy Healy** 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 EVOLVE before submitting them to the head.

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

The Governors will monitor visits to ensure that they support the learning and well-being of all pupils. The governors involved will fulfil their responsibilities in terms of challenging and supporting visits.

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

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:

- Local area visits will follow the Extending Learning Environment policy (appendix 1)
- Visits within the UK excluding adventure activities – these are put on EVOLVE and approved internally by the Head Teacher. Visits should be submitted to the EVC via EVOLVE at least 14 days in advance.
- Visits involving adventure activities must be put on EVOLVE and submitted to the EVC at least 28 days in advance. The school is required to submit these for Local Authority Approval 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)
- 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.
- A copy of the risk assessment for every trip must be made available to all staff & volunteers accompanying a trip,
- Where a child has a specific need, an individual risk assessment must be carried out by the leader & accompanying staff must be made aware of any additional requirements/needs.
- The head will need to make the teachers aware of the visit plans at the earliest opportunity, particularly the year group involved, staffing and the expected learning outcomes.
- The head will need to submit final plans to the Local Authority 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). All staff on visits must be familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

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 EVOLVE.
- 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 local, non-residential visits, at the start of each year. For any visits not covered by the Extended Learning Environment, information should be sent home giving the parents information on the visit and including a request for information on any changes in their child's medical details.

For residential visits, visits extending beyond the school day or visits out of the City specific consent should be requested using the EDVIS form, found on the school's document area of the EVOLVE website.

Inclusion

All children will be included on educational visits in line with the Equalities Act 2010

School based pupil profile documents should be used to support any child on the SEN register. The inclusion leader should be consulted prior to a visit being planned to discuss any children with high needs who may need an individual risk assessment. This will be done in consultation with parents, visit leader and inclusion leader.

First Aid

First Aid incidents must be dealt with in the usual way and parents informed via a phone call to the office) all incidents must be logged on medical tracker in the usual way upon return to school.

Accidents requiring first aid should be deferred to the onsite first aider. The incident should be discussed between staff and a follow up monitoring plan put in place.

Early years trips must have at least one person attending with paediatric first aid training.

The headteacher/deputy head teacher must be informed immediately of any incidents or accidents including near misses. Next steps will be decided in school and a decision made as to whether parents should be informed.

Charging / funding for trips

Where it is necessary to set charges for a visit or ask parents to make payment for outdoor and/or residential visits, the School's policy for Charging and Remissions will be adhered to.

Curriculum co-ordinators and Phase Leaders will, where appropriate, use their funding to promote or develop outdoor education.

The school will use all the funding delegated by the LA that is identified for Outdoor Education to subsidise residential visit costs.

Pupils in receipt of pupil premium funding will have part subsidised trips.

Transport

School / hired self drive minibus – only staff who have successfully completed the Coventry Council driver training and have a clean driving licence are permitted to drive the minibus (a record of both of these being checked will be kept by the Office). Use of the minibus must be booked in the diary in the school office. The driver is responsible for the pre use checks, risk assessment and ensuring adequate supervision. For more information refer to the Coventry City Council 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 Office). Any use of private vehicles will be subject to a specific risk assessment.

Insurance

The Department for Education's risk protection assurance (RPA)

Membership no/URN 103691

The RPA includes cover for all school trips & overseas travel.

Cover applies to any school trip, excursion or work experience placement anywhere in the world, which is related to education, commences during the RPA Membership Year & involves travel outside of the school boundaries, it includes winter sports trips.

Emergency contact details - 0203 475 5031

Time off in lieu.

All teaching staff who attend residential visits over a weekend will be entitled to half a day in lieu, subject to agreement from the Headteacher.

All support staff who attend residential visits will be entitled to a day in lieu, subject to agreement from the Headteacher.

Appendix 1 Extended Learning Environment

Boundaries

The boundaries of the territory are shown on the attached map. This area includes the following frequently used venues:

- St James' Church, Leamington Rd.
- Cheylesmore Library.
- West Orchard Church, The Chesils.
- Coventry War Memorial Park.
- Quinton Pool
- Other local primary schools
- Daventry Road shops
- Coventry Cathedral
- The Alan Higgs Centre
- AT7
- Excel Sports Centre
- Surrounding roads on route to any of the above

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 environment:

- 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)
- Shallow pool

These are managed by a combination of the following:

- The head or deputy 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 environment 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 environment 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 medical information and emergency contact details (collect this from the office on the way out). 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).
- *Visits to other schools or sports facilities, within Coventry, for sporting events will need an additional Event Specific Risk Assessment EDVIS 19.*

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 (eg 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

Initial Enquiry Form - School Trips

*Residential/Non-Residential

Year Group _____

Date of Trip _____

Arrive _____ Depart _____

A) No of children _____ B) No of staff _____

Expenditure:

Travel Company _____ Cost £ _____

Admission: £ _____ Cost £ _____

Workshops/activities _____

Other expenses (details) _____

Total cost of trip £ _____ Cost per child £ _____

Additional funding e.g. pp/revenue £ _____

5% contingency £ _____

Total income £ _____ Total Expenditure £ _____

Balance £ _____

Insurance cover for all trips is through the RPA

Appendix 4 Course Leader checklist

- I have completed the initial enquiry form and sent to Inclusion Leader/Headteacher
- I have completed a risk assessment and added the visit to Evolve
- I have consulted with parents (as appropriate) for those pupils with additional needs and I'm clear of their needs based on their pupil profiles
- I have provided all accompanying adults with a copy of the risk assessment and briefed them on the nature of the visit
- I have all first aid equipment including inhalers, epi pens etc
- I have a school phone and have ensured that the office have a copy of the number
- I know who the most experienced first aider is and know that I should consult with centre based first aiders regarding any incidents
- I have checked that all of the children have what they need (coats, bags, lunch, and specialist equipment)
- School based staff are aware of what time we are leaving and what time we are due to be back in school