



The Spire Federation Educational Visits Policy

The Spire Federation – East Wold & North Cockerington CE Primary Schools Vision Our small school community welcomes everyone. We aim to achieve this by providing a challenging and supportive learning environment, where each one of us can flourish. With our foundation of Christian values, we strive for excellence in all that we do. We seek to empower our community to be excited about the future.

Empowering all to flourish and succeed.

"I can do all this through him who gives me strength." — Philippians 4:13

This policy is uploaded to our school's own EVOLVE Resources section and the staff Google drive, together with any other documents specifically related to your school's visits and offsite activities. This policy applies to both East Wold CE Primary School and North Cockerington CE Primary School – referred in the policy as 'our school'.

Context

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 so 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, our 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).
 1. 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) and are recorded on EVOLVE.
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 Head for checking and approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**

These follow 2. above, but the Head 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 including risk assessments, and should seek advice from the Headteacher where necessary.

The Educational Visits Coordinator (EVC) is Becky Dhami, 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 them. 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'. 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.
- 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 and it is tested at least bi-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.

Visit Planning Documents

EVOLVE enables visit leaders to plan and record details of visits.

Risk assessments should be completed for all visits and a standard form is provided on EVOLVE. Best practice is for the visit lead to compile the Risk Assessment with the staff attending the visit.

Standard Operating Procedures are in place to support planning and risk management. Specific risk assessments are also in place for some activities.

Our School's *Educational Visits Checklist* forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. 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'.

A *signing out sheet* must be left in the office or with a designated member of staff before departure.

For visits outside of the local learning area, a *summary of pupil information* is available.

A range of additional guidance materials are available on EVOLVE and the staff Google drive including a *COVID-19 Generic Risk Assessment*.

For residential visits, EVOLVE forms 3, 4 and 5 should be completed to support planning and information sharing.



Parental Consent

Consent is not required for activities that are part of the normal curriculum during normal school time and take place locally.

The school can obtain blanket consent at the start of each year for certain other routine activities, eg. after school fixtures, etc.

Specific, (ie. one-off), parental consent must be obtained for all other visits outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion

Our School is fully inclusive and we make every effort to ensure all children can access educational visits. We ensure we comply with the Equality Act 2010.

Insurance

Our School buys into the full insurance package through Lincolnshire County Council.

Charging/Funding for visits

If we do not get sufficient voluntary contributions to fund visits, then the school has the option to cancel a visit.

Dismissal of pupils after evening activities

- Pupils are to remain with staff until 'handed over' to parent/guardian/carer.
- If a pupil is leaving with another child's parent – this must be known at drop off.

Approval/Review

Approved by	Executive Headteacher
Date last reviewed:	February 2024
Next Review Due:	February 2027



Appendix 1 – School Learning Area

General

Visits/activities within the 'School 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:

- Parents are informed of the visit in advance if it taking place.
- Are input on EVOLVE as a local area visit

Boundaries

Local area visits are defined as areas that pupils walk to access. They are different for our schools as detailed below.

North Cockerington CE Primary School

The boundaries of the School Learning Area are the villages of North Cockerington, Alvingham. This area includes, but is not limited to, the following frequently used venues: e.g.

- *St Adelwold Church, Alvingham*
- *Alvingham Village Hall*

East Wold CE Primary School

The boundaries of the School Learning Area are the villages of Legbourne and Little Cawthorpe. This area includes, but is not limited to, the following frequently used venues: e.g.

- *Legbourne Community Centre*
- *Legbourne Woods*

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School 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).
- The Canal
- Farmyard
- Coach travel

These are managed by a combination of the following:

- Staff will have received appropriate training.
- The Head, Deputy Headteacher or SENDCo must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'School Learning Area' is explained on the school website.
- Appropriate staffing is in place depending on the needs of the group (minimum of 2 staff).
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Children usually walk in pairs, teacher/TA at the front and back. Group walks down together to create a visual presence to traffic.
- Pupils have been trained and have practised 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.
- 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. First Aid kit is taken on all visits.
- Regular handwashing or regular hand sanitising is in place
- Appropriate personal protective equipment is taken when needed (eg gloves, facemasks bag for waste, tissues etc.)
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A staff mobile is taken with each group and the office have a note of the number.
- When walking near the canal, pupils must walk on the far side of the grass verge away from the canal. Children are informed to walk away from the water.
- When crossing the bridge, staff present at entry and exit of the bridge. Children walk single file.
- When visiting St Adelwold's Church often parents bring children to the church and then often take their children to school afterwards. Care of farm vehicles must be taken if the farm access to the church is used.
- When crossing the road to All Saints Church in Legbourne, staff must stop traffic near the bends, providing plenty of space for children to cross opposite the war memorial.

Standard Operating Procedures in place include:

- Sporting Fixtures & events (including specific risk assessment)
- Countryside Walks



Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

If a child goes missing for 5 minutes or more the Police must be contacted – Phone 999.

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact either will 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. *Emergency 'Cards'* are in place for the visit leader and home/base contacts.
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

In addition, all those attending residential visits need to read the following national guidance:

Terrorism – 4.4e https://oeapng.info/search-results/?download_search=terrorism

Immediate responses can include:

- alarms and warnings
- RUN, HIDE, TELL actions
- evacuation procedures
- invacuation procedures (that is, separating your staff, customers, etc. from the attack within your own site)
- the use of first aid and fire protection equipment) (see leaflet)

Sepsis - 7.2a - https://oeapng.info/search-results/?download_search=sepsis