



Educational Visits Policy

Person(s) Responsible:	Headteacher Educational Visits Coordinator
Formally adopted by the Governing Body:	June 2023
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This policy also applies to the Early Years Foundation Stage (EYFS)

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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 Biggin Hill Primary School a supportive and effective learning environment. The benefits to children 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 practising 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. Children 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 children 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, Biggin Hill 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. Checklists are available for all visit leaders to ensure trips are organised appropriately.

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 (Rebecca Elliott) for checking. The EVC then submits to the Head (Hannah Freeman) for 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 (where required). They should obtain outline permission for a visit from the Head Teacher (Hannah Freeman) and the EVC (Rebecca Elliott) 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 (Rebecca Elliott) where necessary.

The Educational Visits Coordinator (EVC) is Rebecca Elliott, 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'. Where feasible the governing body will be made aware of trips in advance of them taking place and will always be informed in advance of any residential visits. The governing body will challenge and support visits. 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 children, 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.

Educational Visits Checklist

Biggin Hill Primary School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be accessed in the Educational Visits folder on the school system. 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. The school obtains blanket consent prior to certain other routine activities, eg. after school fixtures, etc. Parents consent through 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 EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis. Parents consent through a traditional paper consent form. If parental consent is not received, children should attend school as normal and alternative educational provision will be made for them.

Inclusion

At Biggin Hill Primary School, we pride ourselves on promoting inclusivity for all and continuously strive to provide the best provision we can for our children and families. We carefully consider the learning and wellbeing needs of all children individually; including those with SEND. We provide our teaching staff and Learning Support Assistants with high quality professional development to ensure that the additional needs of our children can be met in a mainstream setting. At Biggin Hill Primary School, we ensure that outdoor learning and off-site visits are made available and accessible to all, irrespective of any special educational or medical needs or protected characteristics. The Equality Act 2010 defines several protected characteristics: disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. It is illegal to discriminate against someone because they have any of these characteristics (adult or child). Biggin Hill Primary School will make reasonable adjustments to its facilities or services to include them. When organising school trips, reasonable adjustments will be made to ensure there is no discrimination.

Charging / funding for visits

A voluntary parental contribution to school trips will be asked for four weeks prior to a school trip. Although the contribution is voluntary, if insufficient funds are received then school visits may be cancelled. Trips may be subsidised for children in receipt of pupil premium or pupil premium plus funding.

Insurance

Biggin Hill Primary School takes out RPA (Risk Protection Arrangement) insurance. Additional school journey insurance is only mandatory for overseas visits. See LA guidance for further information.

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:

- do not require parental consent. However, there may be situations where you would like parents to be informed in advance, eg. via a slip sent home.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular, eg swimming lessons.
- do not need to be recorded on EVOLVE if these are ad-hoc activities.

Boundaries

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

- *Biggin Hill War Memorial Museum*
- *Biggin Hill Airport*
- *The woods across the road to BHPS*
- *Library*
- *Waitrose*
- *Swimming Pool*
- *Pet shop*
- *Vets*
- *Letterbox on the corner of Jail Lane*
- *The Recreation Ground - playground equipment*

‘No-go’ areas within the Boundaries

- *Parts of the main road with no pavement*

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 child.
- 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:

- Competent staff who are confident in the operating procedure.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any ‘no go areas’, and have practised appropriate group management techniques.
- Children have been trained and have practised standard techniques for road crossings in a group.

- Where appropriate, children are fully briefed on what to do if they become separated from the group. This needs a decision and will depend on the area you are in.
- Children's clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant child's medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all children and staff, a proposed route, and an estimated time of return.
- A school mobile is taken with each group and the office has a note of the number.
- Appropriate personal protective equipment is taken when needed (eg 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 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 desktop exercises and periodic scenario calls from visit leaders.