Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Education Visits Policy

Rosedale Primary

Status	**Approved**
Responsible Governing Board	**Full Governing Body**
Responsible Persons	**Principal**
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Version Control

Version	*Revision Date*	*Revised by*	*Section Revised*
V1		Jane Slee-Karim	

1. Introduction

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 Rosedale Primary 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, context, 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. Build Cultural Capital for pupils.
- 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.

2. 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, Rosedale Primary:

1. Adopts the Local Authority's (LA) document: **'Educational Off-site Visits and Adventurous Activities Guidance '** with reference to OEAP National Guidance.
2. Uses Exeant Off-site Activities Planner, 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 the academy policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

3. Types of Visit

There are three types of visit:

1. **Routine local visits in the 'Extended Learning Locality Statement' (See Appendix 1)- Category A.**
2. **Day visits within the UK that do not involve an adventurous activity- Category B**
3. **Visit that are overseas, and/or residential, and/or involve an adventurous activity- Category**

4. Roles and Responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on Exeant (where required). They should obtain outline permission for a visit from the Principal prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is **Jo Endley** , 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 Exeant. The EVC sets up and manages the staff accounts on Exeant.

The Principal has responsibility for authorising all visits and submitting all overseas, residential or adventurous activity visits to the LA for approval, via Exeant.

The Governing Body's role is that of a 'critical friend' The Chair of Governors has access to read the trip reports on the Exeant website.

The Local Authority is responsible for the final approval (via Exeant) of all visits that are either overseas, residential, and/or involve an adventurous activity.

5. 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 Principal 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.

6. Approval

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

1 Local visits follow the 'Extending Learning Locality Statement' (Appendix A).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on Exeant, and must be submitted to the EVC for checking **at least 5 days in advance**, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

7. Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The academy has an emergency plan in place to deal with a critical incident during a visit (see Appendix B). All staff on visits are familiar with this plan and it is tested 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 Exceed Learning Partnership and Local Authority.

8. Educational Visits Checklist

Rosedale Primary Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the L 's generic checklist. visit should only go ahead if the answer to all relevant questions is 'YES'.

9. Parental Consent

The school obtains blanket consent at the start of the year for regular/routine activities that take place wholly within the 'normal' school day. Category visits are covered by using the 'Extended Learning Locality Statement' (Appendix A) and parents/carers can be informed of visits via electronic means, newsletters or letter. For Category B visits that are less routine, parent/carers must be fully informed of the arrangements and acknowledgement received from parent/carers that they have received the information regarding the visit via a reply slip.

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 letters, meetings, etc), so that consent is given on a 'fully informed' basis.

10. Inclusion

In line with the Equality Act 2010, no disabled participant will be discriminated against because of their disability, without material or substantial justification. We will make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employed or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

11. Insurance

The academy has Educational Visits Insurance underwritten by RPA but would need to take out additional insurance for overseas trips.

12. First Aid

A first aid kit is taken on all educational visits. There will be a trained first aider on any trip and a Paediatric trained first aider for any Early Years trip.

13. Staff Ratios

Staff ratios and competency for any trip will be considered by the EVC and Principal. All trips must have at least 2 adults supervising.

14. Private Cars

Where a private car (staff or parent) is to be used to transport pupils then this must be approved by the Principal and appropriate 'Business Insurance' in place

15. Dismissal of Pupils after evening activities

On return to the academy the Trip Leader remains at the pick-up point until the last chid has been collected. Where the location is at the academy a member of the Senior Leadership Team will support dismissing all pupils safely in line with the academy procedures on late pick-ups.

Signed Interim Principal: Jo Lancett

Signed Chair of IEB Sarah Creighton

Policy to be reviewed: March 2024

Appendix A -Extended Learning Locality

Boundaries

The boundaries of the locality are shown below. This area includes the following frequently usedvenues:

- Barnsley Road Park
- Aldi supermarket
- Scawthorpe Library
- Ridgewood School
- St Leonard's Church
- Saltersgate Infant School
- Saltersgate Junior School
- Sunnyfields Primary School
- Castle Hills Primary School

We use this extended area for a variety of learning activities, and approved staff are allowed to operate in this area without completing the Exeant visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people/members of the public/animals.
- Losing a pupil.
- Un even 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 Principal or EVC must give verbal approval before a group leaves.
- There will be a minimum of two adults accompanying.
- Staff are familiar with the area.
- Pupils and staff are well practised at 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.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- 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.

Specific Venue and Activity Issues
Key stage 2 Curriculum Swimming

- **DMBC** Key stage 2 Curriculum Swimming Guidelines to be implemented and followed at all times.
- Safeguarding procedures to be adhered to at all times with particular reference to the transition times and changing areas.

Appendix B - Emergency Procedure

The academy'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 academy hours this is the office).
2. This nominated base contact will either be an experienced member of the senior leadership team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal academy 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 of normal academy 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 Exceed Learning Partnership 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 'extended learning locality', the visit leader will carry an Emergency Card.

EMERGENCY CARD

This 'card' must remain with the Visit Leader at all times on a visit

In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should seek advice from Rosedale Primary emergency contact, Miss Jo Lancett

Principal: Miss Jo Lancett (01302 782744)
Vice Principal: Mrs Sarah Proctor (01302782744)
Mobile numbers should be obtained from the office before leaving for a trip.

Action to be taken by the Group Leader in the event of a serious accident or fatality

- Ascertain the nature and extent of the emergency
- Protect the party from further injury or danger and ensure all members are accounted for.
- Render first aid to casualties.
- Telephone rescue or emergency services.
- Telephone the nominated contact person(s).
- State that it is an emergency requiring immediate action and priority.
- Give your name, address/location and telephone number.
- State the time of and location of the incident.
- State the nature of the incident and action taken so far.
- State the names of the individuals involved, the extent of injuries and where they are now located.
- Remove the party to secure accommodation and ensure they are under the care of a staff member who will protect them from media attention.
- Restrict pupil access to telephones - including mobiles.
- DO NOT MAKE ANY STATEMENTS TO THE MEDIA - direct them to the academy trust Exceed Learning Partnership. Complete relevant accident reporting form