



Chad Vale Primary Educational Visits and Off Site Learning Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Rhys Bowen
School adoption date:	
School's review date:	

EDUCATIONAL VISIT and OFF-SITE LEARNING POLICY STATEMENT

'To reach their potential, children and young people need experiences which broaden horizons, enrich their cultural experiences and understanding and improve their wellbeing.'

Birmingham City Council's Policy and Guidance for Educational Visits and Learning Outside The Classroom 2017.

1. Introduction.

1.1 In this document:

- The term BCC refers to Birmingham City Council
- The term OEAP refers to the Outdoor Education Adviser's Panel
- The term SMT refers to members of the school's Senior Management Team (Headteacher, Deputy Head Teacher, Assistant Head Teacher and SEND-Co)
- The term EVC refers to the Educational Visits Co-Ordinator
- The term EVL refers to the Educational Visit Leader (The member of Chad Vale staff responsible for organising, leading and evaluating the visit.
- The term Staff relates to any Chad Vale employees working with the EVL on the visit.
- The term Volunteer refers to any persons who have been approved by the EVL to assist on the visit.
- The term pupil refers to any child/young person on register at Chad Vale Primary School

1.2 The Chad Vale Educational Visits and Off-Site Learning Policy applies to all learning activities, visits and trips which take place off the school site.

1.3 The Chad Vale Educational Visits and Off-Site Learning Policy applies to all Chad Vale Staff and Volunteers involved in planning, leading, attending and evaluating an Educational Visit or Off-Site Learning Opportunity.

1.4 Chad Vale Primary School support Robert Hammerton's (HMI. 2008) assertion that *'Learning outside the classroom contributed significantly to raising standards and improving pupil's personal, social and emotional development'* and encourages class teachers and subject leaders to organise opportunities for pupils to learn outside the classroom. As a result, Chad Vale Primary School expects class teachers and/or

subject leaders to organise at least two opportunities each school year for pupils to learn outside the classroom in the belief that such opportunities afford pupils the following benefits:

- Raising aspiration
- Raising achievement through organised, powerful experiences and opportunities
- Placing classroom learning in context, thus making learning real and relevant
- Creating 'Wow' moments that inspire future learning
- Participating in challenging physical activity and encouraging healthy lifestyle
- Working with specialist equipment
- Learning from people with specific, specialist subject knowledge
- Increased challenge and working outside of usual comfort zones
- Increased awareness of different beliefs, cultures and environments
- Increased independence, self-esteem and confidence
- Being involved in teamwork and problem-solving through residential experiences

2. Employer's Policies and OEAP National Guidance

2.1 Chad Vale Educational Visits and Off-Site Learning Policy links in with the following school policies (which can be accessed through the school website www.chadvale.bham.sch.uk/policies):

- Code of Conduct – Teachers (2014)
- Code of Conduct – Support Staff (2014)
- Curriculum Statement (2015)
- GDPR Data Protection Policy (2018)
- Health and Safety Policy (2016)
- Intimate Care Policy (2018)
- DfE Keeping Children Safe in Education (2018)
- Lost Child Procedure
- Safe Guarding and Child Protection Procedure (2018)

2.2 If further advice on an Educational Visit is required refer to the school's EVC, BCC's Policy for Educational Visits and Learning Outside the Classroom or www.oeapng.info.

3. Clarification of Roles

3.1 Senior Management Team (SMT)

- Ensures that the EVC is aware of his/her duties and that a clear line of responsibility is established
- Ensures the EVC is competent, trained and is revalidated/accredited through the OEAP
- Ensure, through the Head Teacher Report, that governors are kept informed

of the nature and progress/success of educational visits.

- Provide adequate opportunities through Staff Inset and CPD to ensure that staff are suitably trained to undertake Safeguarding, Visit Leader and First Aider responsibilities on Educational Visits
- Ensure that all staff are aware of their responsibilities when collecting/holding pupil data (eg consent forms with medical information) and collecting money from pupils
- Provide the EVC with support and guidance when making decisions regarding educational visits eg information reading the school's public liability insurance, provision of extra staff to support pupils which specific needs.
- Undertake the role of EVC should the acting EVC be absent from work.

3.2 Educational Visits Co-Ordinator (EVC)

- Promotes and 'Champions' Educational Visits from Chad Vale Primary School and takes a lead in policy development, monitoring, INSET and other training for Educational Visits.
- Approves all visits and notifies the LA for categories of 'Adventurous Activities' and 'Overseas Visits'.
- Approval of Educational Visits will include approving the competency of the Visit Leader and all accompanying staff (consultation with the Head Teacher may be desirable/advisable on occasions).
- Ensure the Visit Leader is a BCC employee.
- Ensures compliance with requirements of Birmingham's Policy and Guidance document 'Learning Outside The Classroom'.
- Ensure the Learning Outcomes Checklist, Risk Assessment and Post Visit Review are completed appropriately.
- Ensures that all the procedures outlined in Chad Vale Primary School policy are followed.
- Supports and advises colleagues in planning visits.
- Ensures that appropriate risk assessments are completed and appropriate control measures are in place reducing risk to an acceptable level.
- Ensures that a 'Collective Discussion' regarding the 'risk assessment' process prior to the visit has taken place, this ensures ownership of the 'risk assessment' by the Visit Leader and all accompanying staff.
- Ensures all staff are aware of Educational Visits procedures via documentation and INSET sessions, staff training and relevant meetings.
- Checks to ensure parents are kept fully informed of visit arrangements and details.
- Ensures accident and emergency procedures are in place and understood by all staff and that suitable records are kept.
- Records of all visits are held centrally in Chad Vale Primary School by the EVC. i.e the Risk Management Portfolio for each and every visit which will include lists of all participants, risk assessments itinerary and programme information.
- Ensures appropriate staff records are collated for all Educational Visits and then stored; including checks on staff qualifications and driving details (including car insurance with business use if transporting pupils or young

people in own cars).

- Review staff evaluations of trips and provide and encourage staff training and CPD.
- Ensure an annual review of any generic school/establishment risk assessments and a Bi-annual 'Fit for Purpose' review of Chad Vale Primary School Policy for Educational Visits and Off-Site Learning.

3.3 Educational Visit Leader

- The Visit Leader must ensure there are clear educational aims for the visit, identified on the Learning Outcomes Checklist.
- Have a thorough up to date knowledge of Chad Vale Primary School Educational Visits Policy and procedures.
- Understand the importance of the 'Collective Discussion' regarding the 'risk assessment' process prior to the visit, ensuring ownership of the 'risk assessment' by the Visit Leader and all accompanying staff.
- Undertake a preliminary visit if required.
- All staff included on a visit must have a clear understanding of accident/emergency procedures and the specific needs of SEND pupils/pupils with medical needs
- The Visit Leader must carry an Emergency Contact List of everyone going on the visit in addition to the Emergency Base Contacts. This list must include; names, addresses and telephone numbers of each child and adult; any special medical requirements; any negative consents to medical treatment; any special dietary requirements; helpers and the groups that the children will be in.
- Ensure parents are kept fully informed of visit arrangements, details and itinerary.
- Plan the visit carefully and carry out Risk Assessments prior to visit. Ensures that copies of these details are given to the EVC in the agreed time.
- It is the Visit Leader's responsibility to give appropriate and clear information regarding risk assessments and roles and responsibilities to any additional adult/volunteer helpers and, if possible, invite them to take part in the 'Collective Discussion' to promote 'ownership'.
- Collate and check parental consent forms for all pupils or young people. A clear risk assessment must be made for any named child with known medical or behavioural issues.
- Complete a Post Visit Evaluation Report and give this to the EVC. This should include any 'near misses' or incidents that require a review of the risk assessment and/or evaluation of outcomes against the stated aims.
- It is the Visit Leader's and support staffs' responsibility to ensure children are suitably briefed at all stages of the visit. All group members must be clear of rules and behaviour code. Children should be involved in the ongoing risk assessment .
- The Visit Leader has responsibility for whole group and must ensure the following documentation is taken on all visits: all relevant pupil or young person medical and consent information, the risk assessment inc a Plan B, itinerary details, emergency contact details and 'Critical Incident' emergency numbers.

- Copies of these documents must be kept by the Visit Leader, Chad Vale Primary School office and a copy of emergency contacts.
- It is the Visit Leader's responsibility to ensure adequate first aid has been considered and provided for the visit and that first aid kits are taken along with individual children's medical kits and requirements as appropriate.
- All staff and adult helpers should be made aware of who is responsible for first aid. The risk assessment must show evidence first aid has been considered.
- Transport for all visits must meet LA guidance/standards. The itinerary, the arrangements and drop off and collection places must be checked and agreed upon.

3.4 Educational Visit Support Staff

- All staff to be familiar with the Chad Vale Primary School Education Visit and off-Site Learning Policy
- All staff and volunteers supporting the EVL on a trip/visit must be made aware of their roles and responsibilities during a 'Collective Discussion' or Pre-Trip Briefing.
- Staff/volunteers with a particular role (one to one, first aider, medical support etc...) should be outlined in the visit risk assessment
- All staff/volunteers to ensure they have any specialist equipment (eg radios, mobile phones, registers, first aid kits, push chairs, car seats...) ready for the visit, as outlined in the 'Collective Discussion'.
- Volunteers to be suitably vetted by the EVL and NEVER responsible for supervising pupils without staff support.

4. Procedural Requirements

4.1 The EVL must undertake suitable research to identify a visit that will meet the learning needs of their pupils.

4.2 Once a suitable visit has been identified the EVL must select a suitable date for the visit. The EVL needs check the school diary to ensure that there are no other visits already booked into the diary for that day – **Please note that if a visit has already been booked in on the EVL's preferred date the EVC/SMT reserve the right to cancel the visit request.**

4.3 If the visit/trip has been done previously the EVL must review the Post Visit Review from past visits, taking feedback into account when booking this visit. The EVL must then inform the EVC of their intention to repeat the trip.

4.4 If the visit/ has never been done by Chad Vale pupils before, the EVL must first complete the Learning Outcomes Checklist and have it signed off by EVC.

4.5 Once the EVC approves the visit, the EVL then needs to arrange transport. If the EVL wishes to use the school mini bus they must book the bus out on the school diary and ensure that a qualified driver (D1 License holder and MiDAS assessed) is booked out in the diary. If a coach is required the EVL must liaise with the school office to ensure that transport is booked from a reputable company.

4.6 Using the Pro-Forma provided by the EVC, a risk assessment needs to be completed and submitted to the EVC, no later than seven days before the date of the trip.

- 4.7 Once the EVC has signed off the risk assessment parents are to be contacted in writing to inform them of the details of the trip. All letters should contain a consent form in addition to date of the visit, time of departure from Chad Vale, time of arrival at Chad Vale, activities being undertaken, eating arrangements, clothing pupils are required to wear, equipment pupils are required to bring and any voluntary financial contributions requested – Pupil Premium funding is available on request to cover the cost of PP pupils attending the visit. **PLEASE NOTE that in accordance to OEAP National Guidance Document 3.2c 'Charging for School Activities' and the BCC School Financial Manual '...if voluntary contributions are not sufficient an activity may have to be cancelled.'**
- 4.8 All staff attending the visit must book themselves out on the time and date of the visit on the school diary. If this prevents them from performing any of their other specified roles on that date (eg play ground duty, first aid...) the Deputy Head Teacher needs to be informed so appropriate cover can be arranged. The Deputy Head Teacher reserves the right to refuse staff permission to attend a trip if their role on site can not be covered.
- 4.9 Seven days in advance of the visit the school kitchen needs to be informed (via email) if the pupils a) require food (grab bags) to be provided b) alterations need to be made to the dinner timetable – EVLs may need to arrange to swap dinner times with other year groups.
- 4.10 Identity Bracelets and contact details for the visit should be requested (by email) from the school office no less than 48 hours before the trip leaves.
- 4.11 Collective Discussions/Pre-Trip Briefings should be attended by all staff/volunteers involved with the visit no less than 48 hours before the visit leaves.
- 4.12 Pupils to be briefed by the EVL on behaviour, health and safety and site rules prior to leaving the Chad Vale site.
- 4.13 Registers to be taken prior to the visit leaving the school site with all staff/volunteers signing out on the school system and the school office informed of all pupils that will be off site for the duration of the visit.
- 4.14 Emergency Procedures, as outlined in the agreed risk assessment, to be followed if required.
- 4.15 Dynamic risk assessments to be undertaken by EVL and Staff for the duration of the visit.
- 4.16 Registers to be taken on return to the school site, with all staff/volunteers signing back in on the school system and the school office informed of all pupils that returned to the school site following the visit.
- 4.17 Within seven days of the Educational Visit the EVL must complete a Post-Visit Review. This can be saved digitally or a paper copy can be submitted to the EVC.

5. Organisation

- 5.1 It is the responsibility of the EVL to organise the visit.
- 5.2 The visit should be designed to meet the learners' specific needs eg age, ability, expected learning outcomes...
- 5.3 The EVL can use the Pre-Visit Learning Outcomes Checklist to identify the purpose of the visit, highlighting which aspects of the 6 key areas Taylor and Puttick (2009)

identified as being 'Benefits and Learning Outcomes for Offsite Activities' they expect the learners to benefit from. These areas include:

- Developing Individual Potential
- Spiritual and Emotional Development
- Improved understanding and Awareness of Environment and Other Cultures
- Improved Learning Skills
- Improved Teamwork
- Improved Relationships

Many educational visits, if organised effectively, will afford the learners attending a number of opportunities to benefit from a range of learning outcomes under multiple key areas.

5.4 The educational visit may be utilised as; a) An opportunity to put prior learning into context. b) A 'Hook' or 'Wow Moment' designed to engage and capture the imagination of the learner at the start of a new unit or topic. c) An opportunity for the learner to test themselves outside their recognised comfort zone and increase self-confidence by applying previously learned skills in a new, unfamiliar environment.

5.5 *The whole nature of the educational visit should be based on providing the learners with an environment or experience that will enhance their potential to learn and develop. Educational visits shouldn't be done just because 'They are free' or because 'It's what we always do in Year1/2/3 etc...*

5.6 The best interest of the learners and the safety of all pupils, staff and volunteers attending should be at the forefront of the planning process.

6. Risk Assessment and Risk Management.

6.1 Effective risk assessment is a form of safeguarding.

6.2 It is a process of thinking about the risk of any activity (in this case an educational visit) and identifying steps to counter any risks which could be reasonably identified prior to the visit.

6.3 The risk will be predicted by:

- The needs of the children attending the visit and previous experience of meeting/managing these needs
- The needs of the adults supervising the visit and previous experience meeting/managing these needs
- The nature of the activity being undertaken
- The equipment required to undertake the activity
- The method of travel to/from the activity
- Environmental, Geographical and Human factors impacting on the undertaking of the planned activity
- Previous experience of, feedback relating to the activity being undertaken.

6.4 The management of each reasonably predictable risk is to be agreed between the EVL and EVC in writing on the submitted risk assessment.

6.5 Dynamic risk assessment and risk management is to be undertaken by the EVL and staff responsible for safety of pupils and staff attending an educational visit, when situations arise that were not originally planned for. In this situation the adults responsible are expected to use their experience and best judgement to ensure that the staff and pupils attending the visit remain safe.

- 6.6 Staff are to use the Educational Visits Risk Assessment Pro Forma (BCC 2009) when preparing for an educational visit – As demonstrated by the EVC in staff training/INSET. The EVL will then undertake a risk assessment under the 6 sub-headings (Type of Group, Staffing, Equipment, Venue/Environment, Travel, Emergency Procedures) identifying suitable methods of management for each risk identified.
- 6.7 It is the responsibility of the EVC to ensure that staff are familiar with this document and understand how to complete it.

**For More information please refer to:
OEAP National Guidance Document 4.3c 'Risk Management'**

7. Requirements For Effective Supervision

- 7.1 There is no prescribed staff:pupil ratio for an educational visit.
- 7.2 The EVL must use their experience of managing the childrens' needs to gauge the number of adults required to effectively and agree on a suitable ratio with the EVC/SMT.
- 7.3 If the number of adults required to effectively manage the perceived risk of the visit, exceeds to number of adults available to the EVL, the EVL must then agree with the EVC/SMT; a) whether the educational visit is suitable for their pupils. b) If the answer to a) is yes, then where the required additional adults can be obtained from.
- 7.4 Parent volunteers can be utilised to ensure effective supervision. It is recommended that at the start of each year class teachers contact the parents/carers of the pupils in their class and ask for volunteers who could be called upon at a later time in the year to assist on educational visits if required

For more information please refer to:
OEAP National Guidance Document 4.3b 'Ratios and Effective Supervision'
OEAP National Guidance Document 4.2d 'Group Management and Supervision'

8. Record Keeping and Evaluation

- 8.1 All completed Pre-Visit Learning Outcome Check Lists, Risk Assessments and Post Educational Visit Reviews are to be completed digitally.
- 8.2 These completed digital documents are to be saved in an agreed location on the school system – Staff are to be made aware of this location on by the EVC in staff training/INSET.
- 8.3 A printed copy of the risk assessment of each visit is to be submitted by the EVL to the EVC. Once accepted and signed both should retain a signed copy until the visit has been completed and the review submitted.
- 8.4 All educational visits should be booked into the school's online diary so that other staff are aware of panned visits and parents/carers can see what is planned for their children
- 8.5 First aid incidents that occur on an educational visit should be recorded by a qualified first aider in the books provided by school. Parents/carer should be provided with the original description of the injury/treatment and with the copy

kept on record in the first aider's book.

9. Inclusion and Equal Opportunities

9.1 In accordance with the school's Inclusion Policy, every reasonable effort should be made to find a venue that is both suitable, accessible and enables the whole group to be engaged fully and be actively involved when undertaking an educational visit.

9.2 In accordance with the Equality Act 2010 the principles of inclusion should be promoted and addressed for all visits, thus ensuring an aspiration towards:

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

9.3 An additional document, specifically for pupils with physical disabilities, may need to be completed, in addition to the risk assessment, to ensure that suitable risk management procedures have been put in place to support these pupils needs. It is the responsibility of the SENDCO and EVC to ensure that the needs of these pupils are suitably recognised and the due care and preparation put into managing the associated risks.

For more information please refer to:

OEAP National Guidance Document 3.2c 'Inclusion'

10. Consent

10.1 Parental consent is required for all trip which do not take place during school hours (9am-3.30pm).

10.2 Parental consent is not required for all educational visits that fall inside of these times.

10.3 The school expects, as a courtesy, parents/carers to be informed in writing of an upcoming educational visit that their child is invited to attend. This invitation should be sent even if the visit take place during school hours.

10.4 Consent/Courtesy letters should be sent no less than two weeks before the date of the educational visit.

For more information refer to:

OEAP National Guidance Document 4.3d 'Consent'

11. Transport

11.1 Due care and attention must be given to transport to support educational visits

11.2 EVL should ensure that coaches and buses are hired from reputable companies

11.3 If using the school minibus, only staff holding the required driving qualifications are permitted to drive the minibus.

11.4 A suitably qualified driver must undertake all the required vehicle checks before the minibus is driven.

11.5 All passengers should be given an appropriate health and safety briefing by the EVL/minibus.



11.6 Any walked routes should be planned in advance. It is good practice for the EVL to have walked the route in person before leading a group on the journey.

11.7 All staff suitably insured to transport pupils in their own private vehicle should be accompanied by another adult.

For more information refer to:

OEAP National Guidance Document 4.5a 'Transport: General Considerations'

OEAP National Guidance Document 4.5b 'Transport in Minibuses'

OEAP National Guidance Document 4.5c 'Transport in Private Cars'

Policy agreed on:

Chair of Governors: