

Educational Visits Policy

Kinderley Primary School



Kinderley school is a place of learning, where we believe 'the sky is not the limit, it's just the beginning'. Everyone is valued and positively encouraged to achieve their full potential in a safe and caring environment.

Signed:

Mrs S. Rudge (Chair)
Mrs C. Scullion (Headteacher)

Date: 28th March 2023

Review: Spring 2023

Introduction

This Policy is the local policy for Kinderley Community Primary School and aligns with Cambridgeshire County Council and Peterborough City Council Policy for Educational Visits. None of the Joint Policy is repeated here. Secondly none of the guidance material is reproduced here.

The school provides a rich and varied programme of opportunities for pupils to learn outside the classroom - within the school grounds, the local area and further afield. The programme of visits is structured and progressive to gradually develop young peoples' confidence, independence, responsibility and specific learning objectives.

This policy covers all offsite visits and onsite outdoor learning. This policy is managed by the Head Teacher and Educational Visit Coordinator. It provides a local framework for staff planning off site visits. Visits fall into one of three zones as defined by the National Guidance documents, Zone 1, 2 and 3 and NG website (www.oeapng.info)

The Local Authority as Employer has formally adopted **the OEAP National Guidance** as the source of guidance, www.oeapng.info

It is a legal expectation that employees must work within the requirements their employer's guidance; therefore employees must follow the requirements of "National Guidance", set within the context of this policy.

Roles

All Roles are clearly defined on the NG website. www.oeapng.info

Roles defined as Visit Leader, Assistant Leaders, Volunteers, EVC, Head Teacher, Interim Executive Board.

There is specific Guidance and information for each above role and relevant documents.

Within the school all roles are covered and managed by staff and the Interim Executive Board.

The school has a Trained EVC who is Mrs Claire Scullion (Headteacher).

All visits have a named visit leader and assistant staff who are aware of their role and responsibilities.

Volunteers are managed under the school volunteer policy including relevant DBS checks.

Competance of Staff

Staff must be accountable, competent and approved to lead visits. Training courses are available to develop confidence and competence. There are standards national standards for staff who want to lead adventure activities and the adviser will give advice.

Procedures

All visits require planning, preparation and levels of approval. This varies according to aspects of complexity and distance. These are explained in the guide.

This School has the Zones defined as follows, all Visits and outdoor learning fit into one of three Zones.

Zone 2

"Normal Visits"

These visits are the majority of this schools visits. There will be aspects of complexity that require careful planning.

All visits are required to be planned and logged on Evolve, and will be approved by the EVC and Head. Advice on these visits will be provided by the Outdoor Education Adviser. Approval for visits of greater complexity may require pre approval before undertaking detailed planning and the EVC should be consulted

Zone 3

Adventure / Abroad and very complex visits

These visits require specific approval at School level and the approval of the Outdoor Education Adviser. These must be entered into the Evolve system, and submitted to the Adviser at least 4 weeks before the departure date.

The adviser approves visits on behalf of the employer.

Zone 1

Local regular visits

These are visits which are regular, local and straightforward to organise. The risk management will be covered by the schools defined Zone 1 Procedures which is attached to this document (Appendix 1). It is the responsibility of the visit leader to ensure that these documents are amended if required because of changes in circumstances. These changes need to be recorded and noted.

Activities that this school includes in Zone 1 are those within walking distance within the village of Tydd St. Giles, including those within the school grounds, or swimming, as this is a regular weekly activity. If the visit involves an Adventure activity, it will still be entered into the Evolve system. A signing out sheet will be completed as a group leaves school on their visit (Appendix 2).

Managing Risks

The school has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

Emergencies and Critical Incidents

The School Critical Incident plan is regularly reviewed and updated. It covers and manages the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

Monitoring

The school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

Links to other Key Policies

This policy links to other school policies and therefore these areas are acknowledged and not repeated.

Vetting

Staff deployed onto visits are subject to the schools safeguarding processes and arrangements. Volunteers are also included.

Working with outside providers

All visits must be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet your expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. A provider must either supply an LOTCQB or an AALS License or complete the [Provider form](#)

Planning for Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Good Practices

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states: 'leaders are accountable, confident and competent to lead visits'.

Transport

Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. The NG website contains details to assist in planning for transport.

For advice and support, please contact the Outdoor Education Adviser Service
Office email Outdoor.education@cambridgeshire.gov.uk
Phone 01480 379677
Adviser email Stephen.brown@cambridgeshire.gov.uk

Appendix 1

Risk Benefit Assessment for Zone 1 Activity

Generic Benefits	Specific Outcomes
Using our local environment easily Understanding environments close to our school Maximising outdoor learning at low costs Being seen out and about by parents, and friends of school Active Children	Excitement in real world learning Staff wanting to plan exciting lessons and experiences Engaged learners who can manage risks in the real world Confident learners who want to learn more

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions
Walking around local area	Traffic, other pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know the area well, and find effective places to cross roads, know the park well	All staff to explore local area, new staff to get induction
Walking into town centre	Traffic, other pedestrians, crossing busier roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know route into town well, and find effective places to cross roads, including crossings.	New staff need to be shown Discussion every year on the best/ appropriate routes
Exploring learning outside – remote supervision	Making decision about remote activity, thinking about sub groups, and when and where.	Non teacher led becomes very powerful learning and replicates learner led from classroom	Staff to know the area well. Consider a range of factors before starting, read advice on OEAPNG FAQ	Staff to practice this on site first before moving off site
Activity in inclement Weather	Children wet and cool, Staff wet and unhappy	Learn in all weathers. Some activity needs non sunny weather	Create a school culture that learning can occur outside and proper clothing should be brought to school at all times	Spare coats at school to be supplemented

Transport	Crowded buses Minibus	Learn to travel by public transport	Self sustaining Sub groups are important, so that sub groups can travel back alone	Aware of bus crowding on certain times and days

Appendix 2

Signing- out sheet

Zone 1 Activity, where the school policy addresses the generic risk management issues.

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time leaving	
Time expected back	
Contact number(s)	
Any other relevant details/issues	

Keep a record of this sheet.