

The Hills Academy

# Educational Visits and Journeys and Learning Outside of the Classroom

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*Updated: January 2022*

*Scheduled Review Date: January 2023*



# POLICY

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## **1. School Policy and Education Visits & Journeys and Learning Outside of the Classroom**

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Referred to as EVJ / LOTC herein

### Definition:

*Educational visits – an activity that takes place off the school premises.*

*LOTC – is an activity that can take place either within the school environment or off-site*

The school has formally adopted, through its Governing Body, the physical education hub and the Bedford Borough 'Policy and Guidance for Educational Visits'. Further school procedures will be agreed with the Governing Body to ensure that this policy is adhered to.

## **2. Aims and Purposes of Education Visits**

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The school maintains a broad and balanced curriculum and has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises which support the aims of the school such as

*To provide opportunities within the wider curriculum for all pupils to experience a sense of awe and wonder.*

This includes:

- To introduce pupils to a range of new experiences first hand
- To develop the curriculum through using the local environment and community
- To offer pupils exciting and stimulating experiences that enthuse them in their learning
- To develop self-esteem and social skills through providing a range of opportunities for pupils to excel
- For pupils to develop their social skills, independence and resilience through experiences
- To take part in the community as well as inviting them into our school.
- To provide rich opportunities that can engage all pupils effectively in understanding about sustainability and the environment
- To ensure visits outside of school, including a residential opportunity are built into our curriculum and enhance teaching and learning
- To use the school environmental and outdoor facilities as a planned resource within the curriculum e.g. 'habitats'. Whilst supporting other curriculum areas e.g. for sketching in art, as a stimulus for writing activities and our healthy schools initiatives e.g. gardening, sustainability initiatives

### 3. Our core offer

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The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

We offer the following entitlement to all our pupils:

Entitlement 1	We provide all pupils with a residential activity in year 4 and an extended residential opportunity in upper key stage 2.
Entitlement 2	All pupils experience at least two visits each year in relation to the curriculum.
Entitlement 3	All pupils take part in environmental activities over the year.
Entitlement 4	All pupils take part in activities that help them experience and understand a variety of cultures.
Entitlement 5	All pupils visit at least one community building during the year or will use a community resource e.g. park. Library, shop, swimming pool. Years R – 4
Entitlement 6	<p>All pupils will have opportunity to participate in productions during their school life.</p> <p>In addition to this it is expected that pupils will contribute to assemblies, school website and through newsletters/blogs for pupils to share their experiences by.</p> <ul style="list-style-type: none"><li>* Providing feedback about trips and visits</li><li>* Welcoming visiting speakers</li><li>* Volunteering in assemblies</li><li>* Providing feedback about events and sports matches etc</li></ul> <p>Pupils who play a musical instrument may have further opportunities to play during assemblies and/ or to accompany other events. - Years 1-6</p>
Entitlement 7	Adventure Activities, which might be classed as higher risk - Years R- 6 (Outdoor learning days)
Entitlement 8	Out of hours Clubs (music, drama, art, science, sport etc) run by staff - Years 3, 4 ,5 and 6

## **4. How we deliver**

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### **Approval Procedure and Consent**

The Headteacher has nominated a teacher as the Educational Visits Co-ordinator (EVC) and the Governing Body has approved this appointment. The Governing Body has delegated the consideration and approval of educational visits and other offsite activities to Miss Starr & Mrs Whitehead and will nominate members of the Resource subcommittee as signatories, as necessary, on behalf of the governing body.

Before a visit is outlined to parents the headteacher and the EVC must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date. All venues for trips must be visited prior to the trip taking place by the teacher.

All visits will be recorded on 'EVOLVE' the system monitored by University of Bedfordshire. EVOLVE is used to ensure that there is a level of robustness, particularly as the concept of safeguarding is prominent in school policy. Permission from the authority must be sought six weeks prior to any of the following activities taking place residential, farm, zoo or large groups (100+) visits.

### **Residential activities**

All pupils in year 4, 5 and 6 have the opportunity to experience a residential activity. In year 4 this is a two night stay. Facilities and resources provided by quality badge holders (Where possible). All adults accompanying a trip must have had the appropriate criminal records bureau check. In order to prepare for the residential, the Educational Visits Coordinator liaises with the year 4,5 and 6 teachers. Parents are notified during the autumn term the previous year about the proposed details for the trip and a parents' meeting is held. Parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit. The residential trip is considered to be an entitlement and all pupils take part in both year groups.

### **Other visits / activities**

The range of activities are outlined above and in the school prospectus along with the criteria by which pupils are able to access them and the methods by which parents will be notified and asked for their consent.

For any visit parents will be asked to sign a letter, which consents to their son/daughter taking part. As part of the parents' consent they will be fully informed of the activities and arrangements for the visit.

For out of hour's clubs and nearby visits parents will be asked to sign a general letter of consent for participation in these activities when their son/daughter enters the school. Parents will be given the termly curriculum sheet which will outline the activities that pupils are involved in and will be informed by letter through their son/daughter if an activity has to be cancelled.

Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school's accounts.

The school has separate policies for 'Charging and Remissions', 'Inclusion' and 'Equal Opportunities' which applies to all educational visits.

## Equal Opportunities

The Hills Academy is committed to working towards equality of opportunity for all children, regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible.

## Inclusion

There is a commitment to inclusive practice. Inclusion is the responsibility of everyone in the school. The Equality Act 2010 provides an updated statutory framework to ensure that all people with protected characteristics are given equal opportunities. All children have the right to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other children.' Alongside the act The Disability Equality Duty (DED), introduced into The Disability Discrimination Act in 2005, place new duties on schools not to treat disabled pupils less favourably than others and to make 'reasonable adjustments' to ensure that they are not disadvantaged. This may involve disabled pupils receiving more favourable provision. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Special Educational Needs and Disability Code of Practice: 0 to 25 years- January 2015).

## 5. Planning, Staffing and Ratios

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### Planning

Each trip needs to be planned well in advanced to ensure that all of the necessary precautions have taken place. Visit leads who are planning the trip must complete the following checklist when undergoing the preliminary visit:

- ☐ Date and timings of the trip
- ☐ Costing of the visit.
- ☐ Transport to and from the visit.
- ☐ Staffing and ratios (including a 1 - 2 1 and parent helpers)
- ☐ Itinerary – taking into consideration: timings (to and from the visit, including any walking that will need to be done throughout the day, toileting, eating arrangements, educational talk.
- ☐ Groups and adult leads (ensure that children's medical and dietary requirements are included).

Teachers must also complete the following checklist in preparation of the visit to ensure that all resources and equipment have completed and accounted for:

- ☐ Field file (consent forms, contact details, medical and dietary requirements, adult helpers contact details, risk assessments, booking confirmation/receipts.)
- ☐ Hi – viz jackets (if walking or groups)
- ☐ Medicine of children.
- ☐ Spare uniform (underwear)
- ☐ First aid kit.
- ☐ Hand gel.
- ☐ Equipment and resources (pens, pencils, clipboards, paper etc.)
- ☐ Black bags/Crates (for rubbish and for carrying lunches)

***The above checklists will be attached as a separate document for staff to complete in the lead up of their visit.***

## Staffing

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit. A newly qualified teacher (NQT) should make a visit prior to any trip taking place. During the trip they will be accompanied by an experienced member of staff.

Where it is appropriate the school will ensure that DBS screening is available for volunteer adults assisting with educational activities and visits.

### **Volunteers assisting with swimming or toileting during visits must be CRB screened.**

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory-visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

## Ratios

Year groups	Low Risk	Medium Risk	High Risk
<b>EYFS</b>	The Early Years Foundation Stage Framework states that staff ratios should be determined by undertaking a risk assessment of each outing. The ratio during an offsite visit needs to be higher than the legal limit that is applicable within the school/nursery setting.		
<b>Years 1-3</b>	<b>1 : 8</b> <b>Plus the visit lead</b>	<b>1: 6</b> <b>Plus the visit lead</b>	<b>1: 6</b> <b>Plus the visit lead</b>
<b>Years 4-6</b>	<b>1: 15</b> <b>Plus the visit lead</b>	<b>1 : 10</b> <b>Plus the visit lead</b>	<b>1: 10</b> <b>Plus the visit lead</b>

## Roles and responsibilities:

Throughout the educational visit staff and adult must:

- Manage effectively
- Be with a group or activity
- Be aware of the environment.
- Direct: hover
- Indirect: eye line/ear shot
- Depending on group: start direct and then lead to indirect.
- If a venue is being visited that does not have a first aider readily available, a school first aider will need to be included in the ratio. Otherwise a non-first aid trained staff member will need to be nominated first aider as first responder in case of emergency.

## Levels of Risk

Low Risk	Medium Risk	High Risk
<b>Local: EVC/Head Off – site activities. LA does not need to know. Evolve.</b>	<b>EVC/Head LA needs to be notified. 2 Coaches. Evolve.</b>	<b>Top level of risk. Approval from the LA. Approved by Head and Governors. Evolve.</b>
<b>Traffic surveys Posting letters Sports Swimming Theatre trips/Panto</b>	<b>Theme Parks Water margins Ice Skating Out of county Open fires Farm/Zoos Large Groups</b>	<b>Residential Overseas Adventurous: Feet are off the floor. Kayaking/Canoeing</b>

## Monitoring

In order to monitor this entitlement teachers will:

- Monitor plans termly for trips, visits and visitors
- Pupil voice will be used to review activities

## Evaluation

All visits will be evaluated by the Group Leader with the EVC. Risk assessments will be evaluated and/or modified as a result. A short evaluation report will be made available for the Governing Body if requested.

## Administration

The administration staff are responsible for Evolve, producing a field file and presenting a financial account for the visit which will be audited as part of the schools' procedures.

## 6. Emergency Procedures

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### Emergency Procedures

The school will appoint a member of the Senior Leadership Team (SLT) as the emergency school contact for each visit. All major incidents should immediately be relayed to this person, especially those involving injury or that might attract media attention (see the Grave Emergency Procedures policy).

The Group Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including the home contact details of parents/guardians and next-of-kin, as appropriate.



All incidents and accidents occurring on a visit will be reported back through the school systems. The school will have emergency funding available to support the Group Leader in an emergency.

## **7. Expectations of Pupils and Parents**

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### **The expectations of Pupils and Parents**

The school has developed a clear code of conduct for school visits based on the schools' 'Behaviour Policy'. This code of conduct is part of the condition of booking by the parents, and includes the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a temporary exclusion from school. Should parents be required to collect their child for any reason (sickness, behaviour etc.) they will be expected to attend within a specified timescale and meet all associated costs.

### **Appendices**

- General risk assessment for coach journeys
- General risk assessment for walking with a class
- Contents list of field file
- Example of EVOLVE evaluation

### **Linked policies**

These include:

- ☐ Curriculum enrichment policy 2019
- ☐ PHSE policy 2021
- ☐ Environmental policy 2019
- ☐ Safeguarding policy 2021
- ☐ Inclusion policy 2019
- ☐ Equal opportunities policy 2020
- ☐ Behaviour policy – 2021

## Appendices.

### General Coach Risk assessment:

Activity/ section of day	Risk	Risk	Steps taken to prevent injury/risk	Risk Level Post
Bus journey	Traffic accident	L	<ul style="list-style-type: none"> <li>Bus equipped with fitted seatbelts.</li> <li>Children to remain seated on bottoms for entire journey until bus is completely parked.</li> <li>Adults seated next to bus fire escapes and at key points throughout bus eg. by stairs if applicable – children not to be seated on these seats.</li> <li>Notice to be placed at front of bus detailing trip and points of contact.</li> <li>Emergency telephone numbers of teachers and adult helpers to be left in office on departure.</li> <li>Staff and parent helpers will be made aware of the children who may feel travel sick.</li> <li>Adult to lead the children to and from the car park. Children to walk in twos on left hand side of road leading from road to venue. Adults to be at strategic points along the line.</li> <li>Adults to be seated within the children, with one adult at the front of bus and one adult at the rear of the bus. (up and down stairs) and one adult to be near the stairwell.</li> </ul>	L
	Roads			
	Leaving child behind	L	<ul style="list-style-type: none"> <li>Each adult to have list of names and total of children in their activity group.</li> <li>Member of staff in each activity group.</li> <li>Children to be accompanied by adult to the toilet.</li> <li>1:10 ratios met or improved.</li> <li>Children counted on arrival/before departure and between each activity by 2 adults.</li> </ul>	L
Dropping off	Major Injury	L	<ul style="list-style-type: none"> <li>Safety talk prior to visit</li> <li>Drop off in parking area</li> <li>Adult off bus first for supervision</li> <li>Head count on and off coach</li> <li>Adult supervision ratio 1 to 10</li> </ul>	L
	Medical require ments	M	<ul style="list-style-type: none"> <li>Lead teacher will be in charge of children with <u>Epipens</u>, medication and first aid kits.</li> <li>Parent helpers and activity leader to be made aware of medical conditions</li> <li><u>Epipens</u> medication to be taken and kept in relevant groups at all times</li> <li>Parent of children with medical needs to accompany trip if possible</li> <li>Lead teacher in charge to take mobile phone in case of emergency.</li> </ul>	L
Food & drink consumed on bus journey	Choking / sick/ death	H	<ul style="list-style-type: none"> <li>No food to be eaten unless special dietary needs.</li> <li>Children reminded to take small bites</li> <li>Drink only water bottles</li> <li>Adult to be in close proximity to deal with choking etc.</li> </ul>	M
Staff and Parent helpers	Behavio ur	L	<ul style="list-style-type: none"> <li>Members of staff from The Hills Academy to be evenly dispersed throughout the children, actively watching the children and <b>must not</b> have headphones in.</li> <li>Staff member to be alert and only on mobile phones if there is an emergency i.e. road traffic accident or a serious illness to child.</li> <li>Children to be in reasonable partners/swimming partners.</li> <li>Adults to be seated within the children, with one adult at the front of bus and one adult at the rear of the bus. (up and down stairs) and one adult to be near the stairwell. Parent helpers not <u>be</u> sat with their child.</li> </ul>	L

### General walking to an event risk assessment:

Activity/ section of day	Risk	Risk Level	Steps taken to prevent injury/risk	Risk level post
Permission to be included	Being taken without parental consent	L	<ul style="list-style-type: none"> <li>Ensure the 'Walking in the community' section has been ticked and signed, in the parent and child induction leaflet, showing you have parental consent to take the child off site.</li> </ul>	
Walking to event	Roads	L	<ul style="list-style-type: none"> <li>Emergency telephone numbers of teachers and adult helpers to be left in office on departure.</li> <li>Children will not consume any food or drink on the walk or during activity</li> <li>Teachers in Charge to lead the children to and from the school – helper will remain with their assigned group throughout entire event.</li> <li>Children to walk in twos on pavement. Adults to be at strategic points along the line and will stand in 2s on either side of pupil groups as they cross roads.</li> </ul>	L
	Leaving child behind	L	<ul style="list-style-type: none"> <li>Each helper to have list of names and total number of children in their activity group.</li> <li>Teachers in Charge – overall responsibility for management of <u>all helpers</u> and their group of pupils</li> <li>Children to be accompanied by adult at all times.</li> <li>1:4 ratios met or improved.</li> <li>Children counted on arrival/before departure and adult remains with own group of pupils during entire activity.</li> </ul>	L
During the trip	Losing child	L	<ul style="list-style-type: none"> <li>Children counted at the beginning and end of activity</li> <li>Teachers in Charge – one to lead and the other to bring up the rear of pupil groups</li> <li>1:4 ratio met or improved, children supervised at all times</li> <li>Toileting to be done prior to leaving school and before walking back – in an emergency see 'Medical requirements'.</li> <li>Teachers in Charge - ensure all groups stay together at all times.</li> <li>Keep to public areas only, children to walk on pavements.</li> </ul>	L

### **Contents of field file:**

- ☐ Risk assessment
- ☐ Booking confirmation
- ☐ Dietary requirements
- ☐ Medical requirements
- ☐ Permissions slips
- ☐ Emergency contact details
- ☐ Contact and medical details of staff and parent helpers

### **Example of EVOLVE evaluation**

**Evaluate Visit**

**Identified Outcomes**    😞 😐 😊 😄    **Comment**

Experience a community completely different to their own    ☐ ☐ ☐ ☐   

Biological survey/coastal development    ☐ ☐ ☐ ☐   

Independence and social communication    ☐ ☐ ☐ ☐   

experience a dark sky - see the milky way    ☐ ☐ ☐ ☐   

Other Comments   

### **Amendments**

Amendment Details	Made By	Date
Our core offer	C Starr EVC	24.01.2022
How we deliver	C Starr EVC	24.01.2022
Residential activities	C Starr EVC	24.01.2022
Contents of field file	C Starr EVC	24.01.2022
Appendices	C Starr EVC	24.01.2022
Roles and responsibilities	C Starr EVC	26.01.2022
Ratios	C Starr EVC	26.01.2022
Linked policies	C Starr EVC	26.01.2022
Inclusion	V Thomson SENDCo	27.01.2022